DOCUMENT RESUME

ED 407 944 IR 056 373

TITLE	CNN Newsroom Classroom Guides. April 1-30, 1997.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	Apr 97
NOTE	105p.; No guide for April 4. Document is a copy downloaded from the Internet.
AVAILABLE FROM	Electronic version: Gopher:ericir.syr.edu/lesson plans/CNN Newsroom Daily Lesson Plans; URL gopher://ericir.syr.edu:70/11/Lesson/CNN; 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780, Attn: Turner Media (specify date) (videos of broadcasts, $10.95 per episode).
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Headlines include: Arab League boycott, Zaire peace talks, Russia and Belarus sign agreement, April Fool's Day blizzard in northeastern United States, Israelis and Arabs blame each other for renewed violence, and some strawberries served in school lunches in six states may be tainted with Hepatitis A (April 1-4); Israeli bus firebombed, aborted space shuttle Columbia mission, U.S. attempts without success to revive the Mideast peace process, no peace in Zaire as civil war continues, riots in Hebron, space shuttle Columbia returns, Zaire president Mobutu fires his new prime minister and the rebels give Mobutu a 3-day ultimatum, Hong Kong leaders request U.S. pressure on China as the date for the hand-over nears, and Russian space shuttle MIR crew contends with crises (April 7-11); 50 year anniversary of when Jackie Robinson broke the color barrier in American sports, Zaire rebels continue march toward Kinshasa, tax day in the U.S., Whitewater's James McDougal imprisoned, United Nations-sponsored multinational force invades Albania to safeguard aid shipments, catastrophic fire during Saudi religious celebration, Israeli police urge corruption charges against Prime Minister Netanyahu, and flooding sweeps large areas of North Dakota and Minnesota, with more to follow (April 14-18); Netanyahu not charged, India's Prime Minister sworn in, Irish Republican Army bomb threats in England halt business, Red River swallows Grand Forks in North Dakota, hostage crisis that began in Peru on December 17, 1996 ends violently, Oklahoma City bombing trial begins, Dalai Lama visits U.S., U.S. Senate ratifies chemical weapons ban treaty, and Earth Day is observed (April 21-25); U.S. leaders launch the volunteer summit, voters in Yemen go to the polls, debate on the value of volunteerism, rebels advance on Kinshasa, Britain's election countdown continues and major parties opt for negative campaigns, and Texas standoff negotiations continue (April 28-30). (SWC)

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Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Tuesday, April 1,
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*       *  * *  * *
*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:00	
TOP STORY	Jury selection begins in the first Oklahoma City bombing trial.	6:00	
HEADLINES	ARAB LEAGUE BOYCOTT...ZAIRE PEACE TALKS BEGIN...RUSSIA, BELARUS SIGN AGREEMENT...	1:00	
ON THE MAP	Facts about Brazil	1:00	
INTERNAT'L DESK	Brazil's government is engaged in an all-out war against dengue fever.	2:40	1
LOOK AHEAD	TOMORROW: Divorce series begins	:40	1
MAYAQUEST	The MayaQuest team visits the "Place of Altars."	2:45	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	1
TOP OF THE WORLD	South Korea is beginning to import more consumer goods, with mixed results.	2:35	1
TAKING CARE OF BUSINESS	The Sokaya are shady businessmen that are suspected of corruption.	2:00	2
WHO, WHAT, WHERE...	It is hoped that a bridge between Burma and Thailand will help their relationship.	2:35	2
SHORT TAKE	The US National Gallery has a new exhibit.	:35	2
WHERE IN THE WORLD	King Hussein has converted his guest house into an orphanage.	1:15	2
INSIDE EUROPE	Irish dancing has lately gained global popularity.	2:45	2
CNN NEWSROOM	WORLDVIEW CLOSE	1:10	3

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ANCHOR DESK April 1, 1997

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*  in classrooms.  CNN NEWSROOM airs weekdays, 4:30-5:00 a.m. ET
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TOP STORY: OKLAHOMA CITY BOMBING TRIAL

1. When did the Oklahoma City bombing occur? Why has it taken long for the case to come to trial? Who is on trial in thi first case? Why did his lawyers try to get the case dismis In your opinion, should the charges against Timothy McVeigh have been thrown out? Why/Why not?
2. What is a "change of venue"? a "pre-trial hearing"? How a

juries selected? Have student groups interview local attor to compile lists of legal terms and explanations of procedu that are important to one viewing the initial stages of a criminal trial. Reconvene the class for groups to combine terms and explanations into a resource to be kept in the me center.

3. What kinds of questions are attorneys asking prospective ju in this trial? Generate a class discussion about the quest and what it is that attorneys are trying to find out about prospective juror. Then have each student pretend he/she i prospective juror in this trial and answer the following questions in writing in the form of a short essay: What do know about this case? Do you favor or oppose the death penalty? Do you think you can be a fair and unbiased juror Have students share their essays and views with the class.

MAYAQUEST: AT THE "PLACE OF ALTARS"

4. Describe the place of worship in the video. Why did Christ have to modify her attire? Can you think of other places o worship that require particular dress? Explain. What do y think is the reasoning behind such a dress code?
5. What kinds of rituals do modern-day Mayan priests conduct? have these ceremonies changed since ancient times?
6. Group students. Have each group conduct research to learn about the ancient customs and practices of a particular peo (e.g., Egyptians, Celts). Groups will want to find out wha kinds of rituals were conducted and how these practices hel the ancients connect with their environment. Have each gro present its findings to the class. Conclude with a class discussion comparing what students have learned with what t learned about the Mayan rituals.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Timothy McVeigh Michael Fortier Terry Nichols altar Guate

April 1, 1997

***** DESK: BRAZIL DENGUE FEVER

1. BEFORE VIEWING: Lead a discussion of how infections can be spread. Ask: Whose job is it to safeguard the public healt
2. WHILE VIEWING: Note the environment mosquito populations n for breeding.
3. AFTER VIEWING: How is dengue fever spread? Is Brazil's climate conducive to breeding mosquitoes? Explain. Accord to the report, "Brazil eliminated the mosquito-borne disease...." Why, then, is Brazil experiencing an upsurge infections?
4. Have students locate Brazil's neighbors on a map of South America. Divide the class into small groups and assign one Brazil's neighbors to each group. Have them use references media resources to find out the following information:
   a. What is Brazil's relationship with your assigned neigh
   b. How likely will Brazil be able to effect a cooperative arrangement with that country for their mutual public health? Explain.
   c. What organizations/agencies are already in existence t effectuate this arrangement?
   d. What international organizations could act as a "bridg between the two nations?

   Reconvene the class and ask each student group to point out assigned country on the map and then present its findings.

Which countries are more apt to work in unison? Explain. Which ones are not? Why not? Ask students: What would yo suggest Brazil's public officials do to protect its citizen and visitors?

5. Brazil is not the only country threatened with an epidemic dengue fever. Divide the class into 4 work groups and assi one of the following regions to each: Central/South America Africa, Asia and the Pacific Rim. Distribute the HANDOUT (4) to each group to research the
   a. symptoms and treatment for dengue fever;
   b. countries in their regions at risk for infection; and,
   c. suggested measures for prevention.

   Have each group write a Travelers' Guide to their region, w a map, and include their findings. Share these in class an with community health services.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

dengue fever epidemic hemorrhagic vac

April 1, 1997

** STUDENT HANDOUT: SAFE TRAVELING

DIRECTIONS: Work with group members to help safeguard the healt visitors to your assigned region: _____
REGION

PART I: Use media and other references to find out what signs a symptoms travelers need to be aware of; what precautions they co take to minimize infection; and, the treatment they will undergo infection occurs.

Signs & Symptoms: _____

_____

_____

Precautions: _____

_____

_____

Medical Treatment: _____

_____

PART II: Identify for your travelers the countries and, more specifically, exact locales (cities, etc.) in your region that a most at risk for contracting dengue fever. List these areas and specific notations in COLUMN 1; draw a map of the area in COLUMN

COLUMN 1	COLUMN 2

April 1, 1997

** NEWSROOM WORLDVIEW

DEADLY IMPORTS: SOUTH KOREA--ECONOMIC CONDITIONS; SKOREA--COMMER

1. Why have consumer imports been kept out of South Korea? Ho accurate is it to suggest that the new imports are "deadly" any way? Have students research data on the level and cont of South Korea's foreign trade over the past ten years, gra it and study the results for changes trade patterns. Is th evidence to suggest that South Korea is importing more cons goods? What would be the advantages/disadvantages of incre consumer market imports? In the long run, how might South Korea be affected by the importation of more consumer goods Should the government support such a policy? Why/Why not?

INTERNET: http://www.yahoo.com/text/Regional/Countries/Korea__ South/Business/Trade/

JAPAN GANGSTERS: JAPAN--CRIME

2. What unethical business practices does this story suggest o in Japan? Group students to research white collar crime worldwide and list the crimes that are committed most often Have groups:
   a. Use evidence from the video to identify crimes on thei lists that appear to be most common in Japan.
   b. Add crimes from the video that are not on their lists.

   Considering their final lists, ask students:
   a. To what extent is corporate crime in Japan similar to commonly experienced in the business world as a whole?
   b. What crimes appear to be unique to Japan?
   c. What traditional/cultural characteristics may contribu to the types of crimes committed?
   d. What changes might be needed to stop the criminal practices shown in the video?

INTERNET: http://sunsite.unc.edu/usenet-i/groupshtml/clari.news. crime.white_collar.html
http://users.ccnet.com/~suntzu75/yakuza.htm

BURMA BRIDGE: BURMA-- THAILAND--FOREIGN RELATIONS

3. What has held up the completion of the bridge? Have the cl gather information on the relationship between Thailand and Burma and list their disagreements. To what extent are the solvable? Which areas of disagreement appear to be the mos difficult to solve? Which of the identified problems do yo think will be solved, ultimately, by the bridge? What do y think is the real key to improving their relations? Explai

INTERNET: http://www.envirolink.org/orgs/fcg/sdb/links.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

consumer market nationalistic attitude constructive engage Friendship Bridge solidarity mainstream homage control f

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Wednesday, April 2,

****** ** ** * NEWSROOM

Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	An April Fools' Day blizzard is no joke to residents of the northeastern U.S.	3:30	
HEADLINES	ISRAELIS, ARABS BLAME EACH OTHER FOR RENEWED VIOLENCE...MIDEAST LEADERS VISIT U.S...	:45	
BUSINESS DESK	California's new "gold rush" has created two of the most unassuming millionaires.	2:55	
JUST THE FACTS	Each year, one out of every two couples who marry in the U.S. get divorced. Source: U.S. Census Bureau	:30	
AFTER LOVE IS GONE	(Part I) Even in the best of situations, divorce is difficult for children.	6:05	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:20	1
TOP OF THE WORLD	The legacy of France's brutal colonial war in Algeria still haunts France.	3:20	1
INSIDE AFRICA	Zaire rebels are capturing cities in their attempt to end Mobutu Sese Seko's rule.	3:10	2
TAKING CARE OF BUSINESS	Bangladesh is trying to attract investors to develop its oil and gas reserves.	3:25	2
CULTURE WATCH	The Greek-born musician, Yanni, performed recently at India's Taj Mahal.	3:35	2
CNN NEWSROOM WORLDVIEW CLOSE		:25	3

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ANCHOR DESK April 2, 1997

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TOP STORY: NORTHEASTERN BLIZZARD

1. On a map of the U.S., locate the area that is experiencing severe winter weather. Find the average temperatures for t time of year in that region. How do current conditions compare?
2. Severe weather is not only an inconvenience but it can have very serious impact on the economy. Divide the class into groups. Have each group choose one of the following econom interests and search resources to determine how the Blizzar

'97 will affect those interests in the short and long term:
a. agricultural interests
b. retail businesses
c. the insurance industry
d. travel and tourism
e. banking and finance
f. utilities
g. municipal services (police, fire, schools)
Have each group share its findings and ideas. Which econom consequences will these interests more likely face: positiv negative? Are there any businesses for whom bad weather me good a economic forecast? Discuss.

DIVORCE: (PART I)

3. Describe how each of the boys in the video reacted to their parents' divorce. How difficult was it for the boys to tal about their feelings? How did each express himself?
4. Of the three boys, 12-year old Joshua displayed the most an over his parents' split. Who suffered the brunt of his ang Why do you think this was so? If possible, invite a family therapist or social worker to discuss the anger that childr often feel when their parents divorce. At whom is this ang often directed? When is that a "normal" reaction? When ca anger become a dangerous emotion?
5. Who has custody of Caleb, Josh and Aaron? What role does t other parent play in the children's lives? Do courts alway award sole custody to the mother of the children? Have students work in groups to find out what kinds of custody arrangements are available under your state's laws and repo back to the class. What are the benefits and responsibilit of custody? What is the court's primary consideration when deciding who gets custody of the children? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

blizzard maritime drifts gusts Washington Monument cus

04/02/97

ENTREPRENEU

DESK: YAHOO!

1. PREVIEWING: Ask students to discuss the term "entrepreneur. What is an entrepreneur? Who can students name as entrepreneurs? What is their contribution to America's economic success? Explain.
2. AFTER VIEWING: Ask students if they consider Jerry Yang and David Filo as good examples of American entrepreneurs. Wha information can they cite from the video report to support their opinion? Yang and Filo founded a multibillion dollar business. How is that good for the American economy?
3. According to Economics Nobel Prize winner Albert Szent-Gyor "Creativity is seeing what everyone else sees, but thinking what no one else thinks." How was creativity, as defined b Mr. Szent-Gyorgyi, a factor in the entrepreneurial success Jerry Yang and David Filo?
   a. Divide students into small groups and distribute the HANDOUT (pg 4).
   b. Review the DIRECTIONS with students and then give them deadline for completing their research and proposals.
   c. Share their proposals in class and discuss the differe ways in which they solved the problem: "What would be perfect and most profitable search engine for a high school community?"

http://learning.turner.com/guidearchive/0497/NR040297.html

SOURCE FOR HANDOUT: Von Oech, Roger, A WHACK ON THE SIDE OF HEAD, Warner Books, 1992, ISBN: 0446391581.

4. Business creativity, along with the profit motive, often is sparked by competition. Divide students into INTERNET rese teams. Their job is to review all the competitors in the "search-the-INTERNET" business. These include: Lycos, Yaho WebCrawler, Excite and Infoseek.
   a. First, determine a set of 20 subjects to search on-lin
   b. Each group must use its assigned search engine to sear for information on each topic.
   c. Groups should evaluate the breadth of possible resourc the resources they could and could not access; the rapidity of their response; and, various ways one coul refine a search.
   d. In class share reports. How does Yahoo stack up to th competition? If your students were going to offer Yan and Filo advice to improve their engine, what would it

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Yahoo Internet Search Engine alma mater hacked out entrepren

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April 2, 1997

CREATIVITY:
STUDENT HANDOUT: KEY TO SUCCESS

DIRECTIONS: According to Economics Nobel Prize winner Albert Sze Gyorgyi: "Creativity is seeing what everyone else sees, but thin what no one else thinks." Many people consider creativity to be of the keys to the economic success of the United States.

a. Read the following "inhibitors to success" taken from Dr. R Von Oech's best-selling book, A WHACK ON THE SIDE OF THE HE
b. Then work with your group to brainstorm ideas for an INTERN search engine that would cater to the needs of a high schoo community -- teachers, administrators and students.
c. Research the competition. Look at other search engines currently used by members of your community. What do they provide? What are their problems? Also, interview your community. What would they like in such a service?
d. Meet with your group and share your findings. Use the information and your own creativity to draw up a proposal f search engine made to order for high school communities.

NEVER MAKE A MISTAKE

Wrong! If you're not "falling out of the boat" you're not exten your skills. Strictly speaking that means that if you aren't ma mistakes you're not learning anything. Mistakes aren't bad; The necessary to discovery. They're an important form of informatio

WHAT IF QUESTIONS ARE USELESS

"What if" questions may seem like exercises in futile fantasy, b what if the Wright Brothers never asked, "What if man could fly? The crazier the "what if" question the more your mind is stretch outside the inhibiting box called certainties. In the main new ideas exist outside that box.

THERE IS ONLY ONE RIGHT ANSWER

Not true! There's lots of right answers depending upon the ques and the end result of the answer. Never stop with the first acceptable answer to a problem. Look for others first. For example, It's night. Your electricity is off. How can you read book? 1) Get a flashlight.; 2) Wait 'til morning.; 3) Call a fr who also has the book and have it read to you.; 4) Go read under street light. The list of possible answers is endless.

NEVER, BUT NEVER, BREAK THE RULES!

For creative thinking, the rules are meant to be broken. Creati

minds, from Napoleon to Ted Turner, break the rules regularly. Remember the Gordion Knot? According to legend anyone who loose the knot would rule Asia. Many tried, only to fail. Alexander Great broke the unspoken rule that said the knot must be untied. cut it with his sword. He also ruled Asia for a time.

***** ** ** * April 2, 1997
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******* ** ** NEWSROOM WORLDVIEW

FRANCE SECURITY: FRANCE--HISTORY; ALGERIA--HISTORY--COLONIALIS

1. Why have terrorists targeted France in their fight against government of Algeria? How has terrorism changed the quali of life in France? Review with students the relationship between France and Algeria since Algerian independence in 1 Then have students make a chronology of the major events an note any changes in the inter-government relationship since then. Ask students to:
   a. Characterize the political relationship between France Algeria during this period.
   b. Evaluate the strength of their relationship in the fac this terrorism.

   What factors might help France maintain its resolve to supp Algeria's government? What do you project about the future Algeria's government and the rebellion? Explain.

INTERNET: http://www2.nando.net/newsroom/ntn/world/110295/world 770t_side0.html

REBEL CONQUEST: ZAIRE--CIVIL WAR; ZAIRE--POLITICS

2. Who are the rebels who are gaining ground in eastern Zaire? How is the government responding to the threat? In groups, have students use data from current news sources to make a clear, informative poster showing who is fighting against Mobutu Sese Seko's government and their goals beyond taking control of the country. How is the civil war in Zaire rela to the civil war in Rwanda? Considering your data, is this fighting a threat to Mobutu's government? Brainstorm feasi suggestions for ending this civil war and submit these to y UN ambassador.

NET: http://www.comlink.apc.org/fic/newslett/eng/nl27/intzai.htm

FOR SALE: BANGLADESH--ECONOMIC DEVELOPMENT; NATURAL RESOURCES

3. What discoveries of natural gas are attracting investors to Bangladesh? What is the importance of this situation to th future of Bangladesh? First, have student groups gather da about the current economic situation in Bangladesh. Then a If you were in charge of Bangladesh's economic development controlled the profits from future gas sales and leases, ho would you use the money to raise the country's standard of living? What problems might your changes cause? What bene might such changes bring?

INTERNET: http://venus.gsu.edu:8008/~mir/bangla/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

colonial war Muslim militants Islamic state Islamic extre fanatics mercenaries Sangu Field consortium incent

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

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******  **   **   *                          Thursday, April 3,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Six states caution students that some strawberries served in school lunches may be tainted with Hepatitis A.	3:00	
LOOK AHEAD	VIRUS ENCOUNTERS: Today and Tomorrow, 1:05 p.m. ET on TBS.	:25	
HEADLINES	RUSSIA, BELARUS SIGN TREATY...ISRAELI BUS FIREBOMBED...ZAIRE'S NEW P.M....	1:00	
SCIENCE DESK	The microwave lamp may be the bright idea of the future.	2:35	
POP QUIZ	In the U.S., one out of every six kids is a stepchild.	:30	
AFTER LOVE IS GONE	(Part II) Some children spend vacations visiting a parent across the country.	6:15	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:00	1
TOP OF THE WORLD	The Philippines is becoming an economic role model for Southeast Asia.	2:55	1
INSIDE AFRICA	Hundreds of Somali refugees have returned home for the first time in years.	2:55	2
HONG KONG BYE BRITS	An ocean liner recently left Hong Kong carrying many colonial administrators.	2:50	2
THAI RIVER BARGE	A barge on the Chao Phraya river provides students with a real education.	5:05	2
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK April 3, 1997

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TOP STORY: HEPATITIS SCARE

1. What is Hepatitis A? List some of the symptoms of this disease. Why do authorities believe that some strawberry shipments are responsible for the threat of Hepatitis A in states? How can one prevent the spread of this disease?
2. What are health officials in Michigan doing to prevent an epidemic of Hepatitis A in that state? Who is financing th

http://learning.turner.com/guidearchive/0497/NR040397.html

effort? Why could this firm also face legal action?

3. Have students contact local restaurant owners/managers to f out what they do to prevent food contamination and infectio disease outbreaks. Share information in class discussion. Then, invite a local health department inspector to discuss what he/she looks for when visiting food establishments. A the visit, ask students if they feel restaurants and health officials are doing enough to protect the public from disea or if stricter standards should be imposed.
4. Have each small group of students a) conduct research to le more about the different strains of Hepatitis, their sympto and causes and any preventative measures available; and, b) make a chart comparing the different strains.
5. If a health crisis like the one in the video were to occur your school, what local, state and federal agencies would w to address it? Group students to determine, through resear and telephone contact, what governmental offices would hand health crisis in your area and the scope of each one's authority and expertise. Share findings and discuss the li chain of events that would occur in the wake of an epidemic other health problem at your school.

AFTER THE LOVE IS GONE (PART II)

6. How is Nicole like other ten-year olds? How is her life different from many children her age? Does Nicole feel it better that her parents split? Explain.
7. In the video Nicole says, "It's really hard...because they all of the pressure on me...." To whom is she referring? kind of pressure does Nicole have? How do you think parent this situation would feel if the courts decided that they w have to travel to their children several times a year, rath than have the children travel to them? Do you think this w help ease the "pressure"? Explain.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Hepatitis A contamination hygiene separated "Disney

April 3, 1997

INDESTRUCTIBL

DESK: LIGHT

1. PREVIEWING ask: What types of lighting is present in your classroom? in your school? in your home? Differentiate am the following: incandescent, fluorescent, halogen. Have students estimate how often lighting elements are changed.
2. AFTER VIEWING ask: What types of lighting are shown? How has the light in the Livermore firehouse been burning? Why What has been the recent progression in lighting technology What new products may be available soon?
3. Discuss the lighting technology shown in the video segment. Why has the firehouse light bulb burned for so long? On th basis the information presented, ask students: Do you think light bulb manufacturers purposely produce products that ha very short lives; or, is their production in response to consumer demand? Explain. What are "microwave" light bulb How exactly do these work? In light of how many people hav switched to fluorescent lighting in recent years, what predictions do students have for the microwave bulbs? Expl
4. Challenge students to design experiments that would test th efficiency and life of different lighting technologies. Discuss each experiment -- equipment, methodology, desired results. (If not described, offer the following experiment

http://learning.turner.com/guidearchive/0497/NR040397.html

a. Divide the class into at least 4 lab groups. Distribu copies of the HANDOUT (pg 4).
b. Give each group enough materials to complete one segme of the experiment (lighting elements, power sources, l meters, voltmeters, ammeters and rheostats.)
c. Set up the equipment so that each light type will be o different rheostat settings (the same for all light ty -- 25%, 50%, 75%, 100%).
d. Use the voltmeters and ammeters to measure the amount electricity used by each type; use the light meters to measure the intensity of each, at each rheostat settin
e. Start all lights burning simultaneously. Keep them bur at all times until they burn out or until sufficient t has elapsed to illustrate differences among the types.
f. Using their collected data, have students determine wh type of light at which setting provides optimum intens at the lowest electrical usage.

Share results with electric utility companies and lighting retailers.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
fluorescent incandescent magnetron microwave halogen tung

***** ** ** * April 3, 1997
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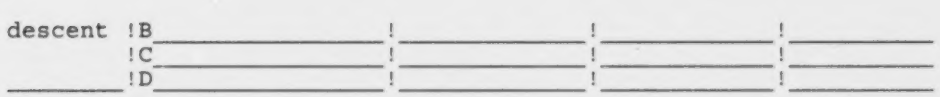
******** ** ** STUDENT HANDOUT: YOU LIGHT UP MY LIFE!

DIRECTIONS: Each year we spend millions of dollars to illuminat our world. Could this be accomplished more efficiently? Use th materials provided to compare light intensity and energy usage. Each lab station will be assigned a lighting type or a rheostat setting. For each:

1. Measure the intensity of the light using a light meter.
2. Record the time the light was turned on and when it burned
3. Record reading of the ammeter and voltmeter and the positio the rheostat.
3. Determine the amount of electricity each used in relation t the others.

TYPE	RHEOSTAT SETTING	LIGHT METER	ELAPSED TIME	VOLT/AMME
fluor-escent	A			
	B			
	C			
	D			
tungsten	A			
	B			
	C			
	D			
halogen	A			
	B			
	C			
	D			
mercury vapor	A			
	B			
	C			
	D			
incan-	A			

http://learning.turner.com/guidearchive/0497/NR040397.html



April 3, 1997

NEWSROOM WORLDVIEW

PHILIPPINES ECONOMY: PHILIPPINES--ECONOMIC DEVELOPMENT

1. To what do most observers attribute the strong economic gro in the Philippines? Why do many expect this growth to continue? Group students to gather data about the growth o the Philippines economy and population over the past 10 yea How much has each factor changed during that period? Is economic growth a result of population growth or has per ca GNP changed markedly? Explain.

EXTENSION: Gather similar figures for Burma, Thailand and Malay for the same time period and compare with the data for the Philippines. What conclusions do you draw? Is the growth the Philippines an economic miracle or part of a regional growth pattern? Why did you draw that conclusion?

INTERNET: http://www.worldlink.ca/~asie04/business/economy.html

SOMALIA REFUGEES: SOMALIA--CIVIL WAR--REFUGEES

2. What type of program has been implemented to repatriate Som refugees? What is each family being given to help them res their lives? Group students and assign each group to resea one aspect of Somali life -- economy, demographics, politic Tell groups to use their data to create an attractive poste that might be used to inform Somali refugees of the situati awaiting them when they return. Anticipate their questions try to provide answers on your poster. What elements of th new situation would these refugees find most attractive? W elements might they find still threatening? What advice wo you give Somalis who are thinking about emerging from exile What do you think their new lives will be like when they return?

INTERNET: http://gaia.info.usaid.gov/HORN/somalia/somalia.html

THAILAND RIVER BARGE: THAILAND--EDUCATION

3. What is the purpose of Thailand's river barge school? What kinds of experiences do students have while on the barge? Gather information about a local river or lake and use your data to plan your own floating school. Plan the topics of study and the goals you would expect to achieve. How would your school compare with that in Thailand? How might such experience benefit local students? Suggest the plan to community leaders in an effort to gain support.

INTERNET: http://www.ns.doe.ca/udo/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

monopoly liberalization repatriation expatriates U
persecution rehabilitation executive fiat Choppia R

http://learning.turner.com/guidearchive/0497/NR040797.html

CNN NEWSROOM & WORLDVIEW

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******  **   **   *                                  Monday, April 7,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Trouble aboard the shuttle COLUMBIA means an aborted mission.	2:55	
HEADLINES	ISRAELI P.M. IN U.S...ZAIRE PEACE TALKS UNDERWAY...MORE WINTER WEATHER IN U.S....	1:10	
ENVIRONMENT DESK	The Bakas of Cameroon are overwhelmed by the ongoing destruction of their forest home.	3:50	
LOOK AHEAD	Upcoming ENVIRONMENT DESK segments...	:35	
TUNE IN	(Part I) What constitutes "appropriate" television for children?	5:30	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	1
TOP OF THE WORLD	Five years later and few of the goals have been achieved from the Brazil Earth Summit.	2:45	1
POLITICAL FRONT	The May 1st elections may bring an end to 18 years of Conservative rule in Britain.	4:15	2
INSIDE ASIA	The tragic killings at My Lai during the Vietnam war are far from forgotten.	2:30	2
CULTURE WATCH	The French palace at Versailles is the victim of a modern, non-political threat.	3:00	2
CNN NEWSROOM WORLDVIEW CLOSE		:50	3

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ANCHOR DESK April 7, 1997

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TOP STORY: TROUBLE IN SPACE

1. Why has COLUMBIA's mission been cut short? Do you agree th "prudence" is the best policy? Describe what can be learne from the shortened mission -- from pre-launch to landing. Challenge students to check resources, including NASA's Web site (http://www.nasa.gov/), to discover a list of precauti and fail-safe steps taken for each shuttle mission.
2. Have student groups present role plays to illustrate how Commander Jim Halsell and his 6 crew mates might have react upon hearing of the problem and the plan to return to Earth early. How might they also have supported each other in li of their disappointment?

TUNE IN: (PART I)

3. BEFORE VIEWING: Have students set up two columns with the headings "Good TV" and "Bad TV." WHILE VIEWING: Have stud write down all the positive and negative points made in the segment. AFTER VIEWING: Have students add and share posit and negative points of their own. What are the best ways t combat negative influences? Should the media, government o families be responsible for insuring that TV is a positive influence on children? Explain.
4. Have students begin a television diary. Each entry should:
   a. describe the program they have watched;
   b. evaluate its positive and negative influences; and,
   c. determine whether or not they would recommend it to ot their age.

   After one week, have students work in groups to evaluate th television diaries. What generalizations can they make abo their TV viewing habits? Were there surprises in what, or much, television programming they watched? Challenge each student to consider ways to improve his/her TV viewing habi and follow through with the suggestions.
5. Have students create categories of television programming - "educational," "violent," "family fun," "comedy, with sexua overtones," etc. Divide the class into seven groups, each assigned one day of the week. Have student groups use loca television listings to categorize programming on their assi day. As a class, discuss ratio of various classifications. What were the difficulties in classifying programming? How this information be used to support "media literacy" at hom

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

fuel cells flight controller compromise media lite

http://learning.turner.com/guidearchive/0497/NR040797.html

April 7, 199

RAIN FORES

DESK: PYGMIES

1. BEFORE VIEWING: Locate the nation of Cameroon on a world m
What would you expect its climate, terrain and vegetation t
like? What natural resources would you expect to find ther

2. AFTER VIEWING: Who are the Baka people? How are they caug
the middle between the Bantu people and logging companies?
their environment is under siege, what is happening to the

3. Why does the government of Cameroon refer to the Baka as
"marginal social groups"? What does the government intend
with this displaced people? What does the term "nomadic" m
If the Baka have always been a nomadic people, do you think
government's expectations are realistic? Explain.

4. Group students. Have each group choose a group of people,
any time in history, whose environment has been destroyed o
drastically altered by others. Direct each group to conduc
research to learn more about the consequences of that
destruction for the people who once lived in harmony with t
land. What became of the culture? Share findings and have
groups compare the plight of their subjects to that of the

EXTENSION: After all presentations are complete, challenge each group to make predictions about the future of the Baka peop assuming that the current trend in the rain forest continue

5. How would a drastic change in your environment force you to alter your life? Group students and pose this scenario: A meteorite has struck, causing widespread destruction of roa buildings and communication systems, wiping out plant and a life, but you and your family survived. Have each group li the ways their lives would be different and what they would to do to survive and then share their ideas. Discuss: How this hypothetical scenario similar to the real one facing t Baka? What does this tell you about the relationship betwe humans and their environment?

6. What is "geography"? Have students use the HANDOUT (pg 4) illustrate how geographic concepts apply to the study of pe and the environment, using the story of the Baka as an illustrative example.

EXTENSION: Guide students to see the universal applicability of these geographic concepts then have them find and share oth stories in the news that illustrate these concepts.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Baka Bantu pygmy aboriginal title exploitation Jengi

http://learning.turner.com/guidearchive/0497/NR040797.html

April 7, 1997

STUDENT HANDOUT: LEARNING GEOGRAPHY

DIRECTIONS: The study of geography includes the study of the Earth's peoples and the environment in which we live. NATIONAL GEOGRAPHY STANDARDS, 1994, presents 18 standards for geography education; 8 of these fall within the categories of "Human Syste and "Environment and Society." Your challenge is to apply these essential geographic concepts to elements within the story of th Baka of Eastern Cameroon.

HUMAN SYSTEMS:

* The characteristics, distribution, and migration of human populations on Earth's surface

THE BAKA:

* The characteristics, distribution, and complexity of Earth' cultural mosaic

THE BAKA:

* The patterns and networks of economic interdependence on Earth's surface

THE BAKA:

* The processes, patterns, and functions of human settlement

THE BAKA:

* How the forces of cooperation and conflict among people influence the division and control of Earth's surface

THE BAKA:

ENVIRONMENT AND SOCIETY

* How human actions modify the physical environment

THE BAKA:

* How physical systems affect human systems

THE BAKA:

* The changes that occur in the meaning, use, distribution, a importance of resources

THE BAKA:

April 7, 1997

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********    **    ** NEWSROOM WORLDVIEW

BRAZIL EARTH SUMMIT:  BRAZIL--EARTH SUMMIT
1.   Describe the purpose of Agenda 21.  What progress has been
     toward achieving its goals?  Have student groups use news
     sources to list the 1992 Agenda 21 goals.  What environment
     problems were of greatest concern to the Earth Summit membe
     a.   Select one of the more important goals, such as preser
          the rain forest, and evaluate the progress that has be
          made in that area during the past 5 years.
     b.   Using your data, or the data collected by the whole cl
          if each student focused on a different problem, create
          display showing what has happened to the environment s
          the Earth Summit meeting.
     c.   How would you characterize the success of Agenda 21?
     d.   Why has it been difficult to achieve the Agenda 21 goa
     As delegates to the recent Rio conference, have each studen
     write a speech about what must be done to achieve the Agend
     goals and deliver it to the class.  Select the best speeche
     and send them to your country's environmental authorities.
INTERNET: http://www.intr.net/esw/

BRIT TORY ERA:  BRITAIN--POLITICS--ELECTIONS
2.   What has the Tory Party accomplished during its 18 years in
     control of Britain's government?  Why do some suggest that
     their dominance is about to end?  Have students gather and
     graph economic data to compare the situation in Britain in
     with today.  What has changed?  Has Tory rule been successf
     What other factors should be considered when making that
     judgment?  What things might be important to the voters in
INTERNET: http://www.qmw.ac.uk/~laws/election/home.html

VIETNAM MY LAI:  UNITED STATES--VIETNAM WAR--MY LAI MASSACRE
3.   What is Mike Boehm doing to heal the wounds of war in My La
     What is the idea behind the proposed Peace Park?  Have each
     student research the My Lai Massacre and write a poem/state
     that might express the feelings of someone living there now
     Ask: If one were to build a Peace Park, what do you think i
     should include?  Have students a) design an appropriate Pea
     Park memorial, b) share their designs and c) discuss what s
     a memorial would mean and who should be involved in plannin
     and building it.  Who should help Mike Boehm build the Peac
     Park?  Why?
INTERNET: http://www.shss.montclair.edu/english/furr/vietnam.htm
------------------WORLDVIEW:  TODAY'S NEWS TERMS----------------
global warming  sustainable development  deforestation  self-rel
Earth Charter          environmental degradation       welfare s
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CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                              Tuesday, April 8,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	The U.S. attempts to revive the Mideast peace process, but without success.	3:15	
HEADLINES	NO PEACE IN ZAIRE...	:35	
MAYAQUEST	The MayaQuest team finds a lost city.	1:00	
INTERNAT'L DESK	Robben Island Prison, where Nelson Mandela was incarcerated for 18 years, is now a shrine to opponents of apartheid.	3:10	
LOOK AHEAD	Upcoming INTERNATIONAL DESKS...	:30	
TUNING IN	(PART II) Legislators are taking steps to make television more "family-friendly."	5:05	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	1
TOP OF THE WORLD	The propaganda war continues to play a major role in the Cuban-U.S. relationship.	4:10	2
TAKING CARE OF BUSINESS	The UN Secretary-General has unveiled his plan for cutting operational costs.	2:35	2
INSIDE ASIA	The outgoing governor of Hong Kong voiced his thoughts on Hong Kong's future.	5:05	2
SHORT TAKE	There is new hope for a solving the ongoing struggle in Western Sahara.	1:10	2
CNN NEWSROOM WORLDVIEW CLOSE		:45	3

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ANCHOR DESK April 8, 1997

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TOP STORY: CLINTON/NETANYAHU MEETING

1. Why was Israeli Prime Minister Benjamin Netanyahu in the U. yesterday? Was any progress made towards this goal? Expla
2. How has the U.S. played a role in previous Middle East peac negotiations? Working in groups, have students research th U.S. role as mediator between Arabs and Israelis since 1978 In class discussion, have groups share their findings. Why the U.S. been so active in pursuing peace in this region? is at stake for the United States? Discuss.

EXTENSION: Have each student write a position paper addressing question, "Should President Clinton play an active role in engineering a Mideast peace"? Instruct students to analyze political benefits and pitfalls of this action.

3. Summarize Mr. Netanyahu's remarks after the meeting. How d the Palestinians react? What recent action by Israel is th major sticking point in the resumption of peace talks? Wha does Mr. Netanyahu want in exchange for possible Israeli concessions? After discussing this latest twist in the pea process, challenge groups of students to draw editorial cartoons that illustrate the stalemate -OR- write newspaper editorials applauding or condemning Mr. Netanyahu's views.

TUNE IN (PART II)

4. Describe the three major changes that took place in the television industry in 1997. Discuss: What is a v-chip? is the purpose of the Children's Television Act? How is th new TV ratings system supposed to help parents determine wh is suitable for their young viewers?
5. How do parents in your community feel about these legislati efforts? As a class, create some interview questions to as parents about the v-chip, Children's Television Act and the ratings system. Then, have students interview as many pare as possible to determine their views. Students must indica the ages of the children of each parent interviewed. Recon the class and have students present their interview results Which of these efforts received the highest praise from parents? Which were not well-received? Was a child's age factor in shaping parental opinions? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Jerusalem Menachem Begin Anwar Sadat Jimmy Carter Camp D
diplomacy strident rhetoric accords NICKELODEON prime

April 8, 1997

SOUTH AFRICA --
DESK: MANDELA'S CELL

1. BEFORE VIEWING ask: What offenses could an individual comm that would lead to that person being declared a "political prisoner"? Who can you name whom this designation fits?

2. AFTER VIEWING: Describe/discuss the conditions endured by Robben Island prisoners. Who was its most famous prisoner? How is the island used now?

3. Ask students to name methods of incarceration, e.g., prison dungeons, concentration camps. How are they distinct? Wor in groups, have students refer to texts, media and other resources to describe those typically incarcerated in each the historical period. Give an historical example of each.

4. Ask: How do we know who is imprisoned for political "offens As a class, research the work of Amnesty International. Wh is its aim? How do they try to protect the rights of polit prisoners around the world? Have each student:
   a. Adopt one person who is known or suspected to be a political prisoner, or who has been a political prison
   b. Create a "dossier" on their prisoner. Dossiers should include statistical information; a brief biography; a description of the political issues involved in the prisoner's incarceration; and, a graphic showing the person's identification with a specific country.

   Share these in class in a regional/other thematic display. Discuss the similarities/differences in the issues involved What has happened to the causes espoused by past prisoners? What do students predict will be the outcomes for current prisoners? Explain.

5. Who is conducting tours of Robben Island? Why? Have stude name memorial sites and evaluate the purpose of visiting th for the victims, perpetuators, bystanders, historians and f posterity. How does this process serve South Africa's atte at reconciliation? As a class, learn the aims of the Truth Reconciliation Commission and evaluate the Robben Island program in light of those aims. Then distribute the HANDOU (pg 4) and have student groups follow the directions to evaluate the political outcomes of other amnesty programs. completion, reconvene the class and have students do a THEN NOW comparison of the outcome of these amnesties.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
Robben Island remorse reconciliation pilgrimage apart

http://learning.turner.com/guidearchive/0497/NR040897.html

STUDENT HANDOUT: AMNESTY WATCH

DIRECTIONS: Evaluate other amnesty programs. The countries sho below have all declared amnesties in the past 10 years. In your group, choose 3 of these, then research to identify the politica issues, terms of the amnesty, affected persons and the impact th amnesty had on that country.

POLAND SOVIET UNION CZECHOSLOV
ARGENTINA SOUTH AFRICA COSTA

	COUNTRY: #1 _____ DATE:	COUNTRY: #2 _____ DATE:	COUNTRY: #3 _____ DATE:
POLITICAL ISSUES			
AMNESTY TERMS			
POLITICAL IMPACT			

As a group review your research findings and then do a THEN and comparison of each country's:
a. political stability
b. human rights track record
c. political participation by former dissidents

April 8, 1997

NEWSROOM WORLDVIEW

CUBA OFFENSIVE: U.S.--CUBA--FOREIGN RELATIONS

1. What is the purpose of the meetings being held across Cuba? Why do its supporters think the Helms-Burton Act is effecti Working in small groups, have students:
   a. Research the debate that took place when Helms-Burton originally passed. List the goals of its supporters.
   b. Review recent news stories about the effect of Helms-Burton and list the positive and negative effects of implementing this law.

   Ask students: How successful has Helms-Burton been? Is thi the best way for the U.S. to improve the situation in Cuba? What should be the appropriate U.S. policy toward Cuba? Explain your position in a letter to your Senators.

INTERNET: http://www.workers.org/cuba/defyhelms.html

UN REFORM: UN--SECRETARY-GENERAL

2. Describe the goals of those who wish to reform the UN. Wha cuts has the Secretary-General proposed? Find a copy of th United Nations general budget and list the major categories expenditure.
   a. What are the biggest spending items in the budget?
   b. Use information about how the budget is made to make a diagram showing the UN budgetary process.
   c. Who makes the real budget decisions? What is the role the Secretary-General in the budget process?

   Considering what you have learned, why is the U.S. demandin cuts in administrative costs before it will pay its share o costs? What do you think the U.S. should do in response to Secretary-General's proposals? Explain your answer.

INTERNET: http://www.cgg.ch/

CHRIS PATTEN INTERVIEW: HONG KONG--POLITICS

3. What does Mr. Patten think is his legacy for Hong Kong? Wh does he feel the Chinese have not lived up to the spirit of earlier agreements concerning Hong Kong's future? Using ne sources from the mid-1980s, list the issues and preliminary agreements made by Britain and China about Hong Kong. Comp those agreements with the actual events of the transition t date. To what extent has China respected its promises? Do Britain have reason to complain? How would you respond to Patten's criticisms of China's policies?

INTERNET: http://www2.nando.net/newsroom/ntn/world/010896/world5 13961_S1.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

regime reprisals initiatives administrative costs vest nomads subsistence farmers polisario cease-fire refere

CNN NEWSROOM & WORLDVIEW

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Wednesday, April 9,

NEWSROOM

Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
** TEACHERS: TODAY'S TOP STORY CONTAINS IMAGES AND DESCRIPTIONS THAT MAY DISTURB SOME STUDENTS. PLEASE PREVIEW THE VIDEO.			
TOP STORY	The trail of death through Zaire is marked with victims of civil war.	4:30	
HEADLINES	RIOTS IN HEBRON...COLUMBIA RETURNS...	:50	
BUSINESS DESK	Jones Soda is a little player trying to make a big splash in the drink market.	2:05	
LOOK AHEAD	Upcoming BUSINESS DESKs...	:30	
TUNE IN	(PART III) Lawmakers are not happy with the new television ratings system.	4:30	1
STUDENT VIDEOS	Want to be a TV journalist? Send us your video! Call 1-800-344-6219 today!	:30	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	1
TOP OF THE WORLD	Health experts have mapped out a ten-point plan for eradicating four diseases.	2:55	1
TAKING CARE OF BUSINESS	Burma was high on the agenda at a recent meeting of Asian and U.S. business leaders.	2:40	2
SPANISH MEDIA	A Spanish media explosion is targeting the Hispanic market in the U.S.	2:50	2
INSIDE ASIA	Japan has organized a toy extravaganza.	2:20	2
INFO PLEASE	The Chinese remember an American hero.	2:45	2
CNN NEWSROOM WORLDVIEW CLOSE		:35	3

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http://learning.turner.com/guidearchive/0497/NR040997.html

ANCHOR DESK April 9, 1997

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* on CNN NEWSROOM. Call for FREE enrollment: 1-800-344-6219
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TOP STORY: TRAGEDY IN ZAIRE

1. Describe the "portrait of human suffering" that one sees in Zaire. What conditions have refugees endured or succumbed in their efforts to escape the fighting? In what way are t the "innocent victims" of this war?
2. What is the U.N.H.C.R.? What is its role in civil conflict like the one in Central Africa? Group students. Have each group research the duties and responsibilities of the U.N.H.C.R. and share its findings in class discussion. What the limitations of the agency's power as it attempts to hel refugees fleeing from civil war?
3. Should the global community do more to resolve the conflict Central Africa? If so, what realistic approaches should be considered, and to what extent can they be implemented?
   a. Divide the class into small groups. Write these headi on the board: Humanitarian aid, economic aid, militar aid, diplomatic intervention. Clarify the meaning of category in brief discussion.
   b. Challenge groups of students to list specific examples under each category and weigh the pros and cons of eac
   c. Give each group ample time to consider these pros and and arrive at a consensus for a plan of action by the global community. Remind students that they do not ha to agree to undertake action in each category. For example, they may wish to reject the option for milita action. Have each group present its plan.

   As a class, evaluate each plan. When have similar approach failed? Succeeded? Compare circumstances and discuss.

TUNE IN (PART III)

4. How are some Hollywood television executives striving to ma their industry more socially responsible? What kinds of to are they addressing? Do you think that television programm should address these issues? Why or why not?
5. Challenge each student to write a critique of any televisio program from a "social responsibility" perspective. After carefully watching a chosen program, have each student writ about the issues that were addressed and how they were hand by the show's characters. Direct students to discuss the overall "message" conveyed about that issue. Have students share their critiques.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Mobutu Sese Seko Kinshasa rebel suggestive socially-rele

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***** *   * ***** ***** *     * ***** ***** *****  April 9, 1997
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****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *        **    **
***** ***** ***** ***** *     * ***** ***** ***** DESK: JONES SO
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1. BEFORE VIEWING: As a class, create a list of soft drink companies/products.

2. AFTER VIEWING: Is "Jones Soda" a familiar brand? Why or wh not? If Jones Soda is marketed to Generation Xer's, to whi market(s) is each of the brands on the class soft drink lis marketed? What factors led students to make these marketin distinctions?

3. Have students list the business statistics mentioned in the video segment. (Jones Soda went from $.75 per share to $1.5 per share; 78 million Generation Xer's spend $600 million a year; over 100 new soda companies emerge each year and 95% within 12 months; $3 million in sales the first year.) Exp these figures in terms of business success or failure for J Soda.

4. Have students list the qualities they believe characterize entrepreneur. For example, independent, high achieving, ha working, self-confident, determined, high-energy, controlli risk-taking. Have students illustrate each characteristic u an entrepreneur with which they are familiar -- a family me or friend or a local or national success.

EXTENSION: Which characteristic seems most important? Why? (I risk-taking is high on the class list, discuss this quote: "...because entrepreneurs believe that their future is full their own hands, the risk they perceive as moderate is ofte seen as high by nonentrepreneurs." (Robbins and Coulter, MANAGEMENT, 5/e, Prentice Hall, 1996.)

5. In what ways is Jones Soda reaching out to Generation X? G students to consider marketing strategies for products aime their own marketing niche. Which are most successful? Why Challenge student groups to outline a marketing mix -- prod price, place and promotion -- that would reach their niche market. Share and critique outlined proposals.

6. Guide students to analyze Jones Soda according to New Produ Development Stages on the HANDOUT (pg 4). What must be don for success? How might ignoring any of the stages lead to failure?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
market niche marketing mix Generation X entrepre

April 9, 199

STUDENT HANDOUT: NEW PRODUCT DEVELOPMENT

DIRECTIONS: Describe each of the stages in new product developm
In your group decide how each might apply to Jones Soda. Then,
outline the steps within each stage of development as you put yo
own new product "on the market" -- from brainstorm to
commercialization.

IDEA GENERATION:

IDE SCREENING:

CONCEPT DEVELOPMENT/TESTING:

MARKETING PLAN:

ANALYZE BUSINESS CLIMATE:

PRODUCT DEVELOPMENT:

TEST MARKETING:

COMMERCIALIZATION:

April 9, 1997

******** ** ** NEWSROOM WORLDVIEW

WORLD DISEASES: DISEASES -- ERADICATION PROGRAMS
1. What are the four diseases that the World Health Organizati wishes to target for eradication? (lymphatic filiariasis, Chargas Disease, river blindness and leprosy) Why have they chosen to focus their efforts on these particular diseases? What might be the long-term effect of such a program? If y could, what would you do in order to insure the success of program?
EXTENSION: Gather information about the location and number of people affected by one of the four diseases targeted for eradication. Use your data to make a poster showing the ef of the disease on both the victim and the welfare of the community. Is public awareness important? Why?
INTERNET: http://www.who.org/

ASEAN US BURMA: ASEAN SUMMIT -- AGENDA; BURMA
2. Why do many business people support the inclusion of Burma the Association of Southeast Asian Nations(ASEAN)? Why is important to U.S. foreign trade? Research the background a goals of ASEAN. Based on this information, write a stateme that reflects the ASEAN position on trade with Burma. Why this position seem correct for ASEAN? How might ASEAN's position differ from that of a political organization such SEATO or the United States? Why? Is it possible that both positions are correct? Explain.
INTERNET: http://www.ita.doc.gov/

SPANISH MEDIA: U.S. -- SPANISH MEDIA; HISPANIC POPULATION
3. Why is Spanish-language media growing in the U.S.? Why is Hispanic audience attractive to investors and advertisers? a U.S. map to indicate the states that have a large Hispani population. Indicate the percentage of the population that Hispanic and the total number of Hispanic people in that st Next, select and mark the two largest cities in each of the states and indicate the Hispanic population. What does the tell you about the Hispanic market in the U.S.? What conclusions might an investor draw from your map?
INTERNET: http://sasquatch.kerr.orst.edu/pe-stateis.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
leprosy human rights economic sanctions multinationals A
Chiang Kai-Shek pragmatism ideological divisions purchasing p

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                              Thursday, April 10,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:00	
TOP STORY	Zaire's Pres. Mobutu fires his new prime minister and the rebels give Mobutu a 3-day ultimatum.	3:45	
HEADLINES	MIDDLE EAST VIOLENCE AND STALEMATE CONTINUES	:35	
CHECK IT OUT!	Solar flares might disrupt communications and power systems for the next few days.	:30	
SCIENCE DESK	If the first vertebrate animal to fly was NOT a bird, than what animal was it?	2:45	
LOOK AHEAD	Next Week: Tornado Chasers!	:40	
TUNING IN	(PART IV) Students in Marietta, Georgia, discuss their "take" on the TV ratings system and the effect of the v-chip.	4:55	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:25	1
TOP OF THE WORLD	Nuclear submarines might become the future of global strategic warfare.	3:55	1
TAKING CARE OF BUSINESS	Some international correspondents do have access, but Cuba restricts the media.	4:45	2
WILD KINGDOM UK PHOBIAS	A London hypnotist claims to be able to cure patients of their phobias.	2:10	2
DID YOU KNOW DALAI LAMA	Taiwan-China tension increased after a recent visit by the Dalai Lama.	2:20	2
CNN NEWSROOM WORLDVIEW	CLOSE	1:15	3

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ANCHOR DESK April 10, 1997

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*  in classrooms.  CNN NEWSROOM airs weekdays, 4:30-5:00 a.m. ET
*          Call 1-800-344-6219 for more information.
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TOP STORY: ZAIRE

1. Review with students the events in Zaire of the last few we What have been a) the challenges to Pres. Mobutu's rule; b) pressures placed upon him inside and outside the country; a c) the steps taken recently to stabilize the government? A students: In light of these factors, what impact do you thi firing the new prime minister, Etienne Tshisekedi, will hav

whether or not President Mobutu retains control of Zaire's government? Explain.

2. According to the segment video, the "Clinton Administration wants...Mobutu...a cold war pawn of the United States, to surrender power." Briefly, discuss the role several countr worldwide have played for both "sides" in the ideological struggle during the Cold War. Have the class search resour to determine which African nations could be considered "paw and note these on a map. Divide the class into small groups Assign to each group one of the countries so identified and have the groups use resources to be able to support their responses to the questions that follow:
   a. What was the assigned country's "value" and to whom?
   b. What governing style prevailed?
   c. What impact did its position as "cold war pawn" have o the stability of its government and viability of its economic system?
   d. What population sectors benefited most from pawn statu Who benefited least? Explain.

   Have groups present their findings in class. Then compare countries the groups researched with the situation in Zaire Discuss and analyze any similarities. Based on the groups' case studies, predict outcomes for Pres. Mobutu and for Zai

TUNING IN (PART IV)

3. Have students respond to the suggestion in the segment that "the solution to the current debate [about the ratings syst and the v-chip] is to create better programming...." Then group students to create their own ideas for TV programming Challenge each group to design a program schedule that addresses the concerns raised about current programming and provides value for all age groups. Share programming ideas class and send the best ideas to local and cable TV station

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Mobutu Sese Seko Etienne Tshisekedi Kinshasa Cold King Hassan Laurent Kabila robber baron V-Chip law rat

April 10, 1997

DESK: FLYING REPTILE

1. BEFORE VIEWING: List flying animals. Place students' respo on the board. Ask students to sort the fliers in appropria taxonomic groups, e.g., birds, mammals, insects, fish, etc. What large taxonomic groups have no fliers? Has this alway been so? Will it remain so in the future? Why/Why not?
2. AFTER VIEWING: Describe how the fossils in question have be interpreted in the past. How are they interpreted today? Which interpretation makes most sense? Why?
3. Are any of today's reptiles fliers? Did reptiles fly in th past? Explain why you do/do not think so. Have other foss of flying reptiles been found? Do you think such fossils w eventually be discovered? Why/Why not?
4. Recall the book and/or movie JURASSIC PARK. According to t scientist portrayed in the story, into what creatures did t dinosaurs evolve? (birds) Do you think this to be the case Why/Why not? Describe the flying reptile thought to have existed 250 million years ago. Ask: Do you think the flyin reptile described in the video could be the link between reptiles and birds? To answer this question better, have students find the age of the oldest bird fossil. How does

compare with the age of the flying dinosaur? Tell students research Archaeopteryx. What kind of animal was this? Whe did it live? Predict the relationship among the reptiles described in the video, Archaeopteryx and modern birds.

5. Have students describe how a bird flies and discuss respons Does the action of bat wings differ in any significant way? What about flying squirrels and flying fish? In general, d different flying animals achieve flight in the same way? Explain. Have students describe the wing anatomy of variou vertebrate animals. Replay the video as needed. Then, tell students they are to compare the wing anatomy of various vertebrate fliers. Distribute copies of the HANDOUT (pg 4) instruct students to use resources to complete it. Group students and assign to each group a different type of flyin animal. Have groups use the data and materials to create a multimedia display detailing how wing anatomy results in flight. Allow groups to present their findings to the clas

EXTENSION: Challenge students to redesign fliers to improve fli

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

paleontologist skin flaps wings forelimbs

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April 10, 1997

STUDENT HANDOUT: WING ANATOMY

DIRECTIONS: Have you ever munched a chicken wing and thought ab its importance to the chicken? Chickens are not known for their ability to fly. However, birds may be the best fliers in the an kingdom. How does the anatomy of the wing and wing attachment a for flight? Do all vertebrate animals have the same wing anatom Use information from the video/other references to make sketches the different wing anatomies and attachments listed below. Late you will use your sketches to explain vertebrate flight.

SKETCH THE REPTILE WING DESCRIBED IN THE VIDEO IN THIS SPACE

SKETCH THE WING OF A BIRD IN THIS SPACE

SKETCH THE WING OF A BAT IN THIS SPACE

SKETCH THE WING OF A GLIDING MAMMAL IN THIS SPACE

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*****  **    **    *                                  April 10, 1997
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********    **    ** NEWSROOM WORLDVIEW
SUBMARINE WARS:  STRATEGY--SUBMARINE WARFARE
1.    What military roles have submarines played in the past?  Wh
      future changes are expected?  Have the class gather informa
      about the history of submarines, from the quaint early mode
      through modern nuclear submarines.  Use the data to create
      graphic chronology showing the changing capabilities and co
      of each type displayed.  What advantages have all submarine
      offered military strategists?  How have these advantages
      increased over time?  What peacetime uses have developed fo
      submarines?  From what the class has learned, what do they
      predict about the future of submarines in both peace and wa
INTERNET: http://www.yahoo.com/Government/Military/Navy/Submarin
CUBA MEDIA PLIGHT:  CUBA--MASS MEDIA
2.    In what ways is access to news restricted in Cuba?  Why do
      fear this situation will become even worse in the near futu
      Have student groups survey news articles about Cuban publis
      over the past year.  As they review articles, have them lis
      the title and topic and indicate whether or not the article
      critical of the Castro regime.  On completion, instruct
      students to analyze their results and draw conclusions abou
      the existence of bias in the international media.  On what
      topics does the media tend to criticize Cuba regularly?  On
      what topics do those same media compliment Cuba?  In your
      opinion, is their news treatment of Cuba fair?  If you were
      Cuban official, would you be willing to cooperate with
      international journalists?  Explain your position.
INTERNET: http://dylee.keel.econ.ship.edu/ubf/news.htm
TAIWAN DALAI LAMA:  TAIWAN--CHINA--POLITICS; CHINA--TIBET--POLIT
3.    What does the Dalai Lama plan to do while in Taiwan?  Why h
      China reacted negatively to his activities there?  Group
      students.  Have each group research the background of the
      dispute between China and the Dalai Lama and focus on how t
      dispute began and why China invaded Tibet, forcing the Dala
      Lama to flee.  Have each group use its data to write a
      statement that best represents China's and the Dalai Lama's
      different positions.  Organize a mock meeting between their
      representatives in an effort to further develop their
      positions.  From what you have learned, how likely is a fut
      agreement?  What factors make such an agreement difficult?
INTERNET: http://tibet.com/
-----------------WORLDVIEW:  TODAY'S NEWS TERMS----------------
adversary  klaxon  decommissioning  classified  cash-poor cou
kiosk  imperialists  intimidate  destabilize  hypnotism  provoca
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CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Friday, April 11,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:10	
TOP STORY	Hong Kong leaders request U.S. pressure on China as the date for the hand-over nears.	3:30	
COMING UP	Starting May 1: Hong Kong Special Edition	:30	
THIS WEEK	Zaire city falls to rebels; Mideast clash intensifies; NASA crew may try again; MIR crew contends with crises.	2:15	
WEBSITE	We're on the 'Net: CNN.com/Newsroom	:30	
EDITOR'S DESK	England's Queen Elizabeth launches Buckingham Palace into cyberspace.	2:55	1
LOOK AHEAD	Upcoming Editor's Desks: "computer speak"; French edict on the English language.	:30	1
OUR WORLD	A biomechanics research team studies Little League players for tips on how to avoid sports injuries.	3:00	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	1
TOP OF THE WORLD	Indonesia's economy is feeling the impact from an oppressive army, human rights concerns and riots.	5:20	2
FAST FACT MILITARY	China's army plays a central role in the daily lives of the Chinese people.	4:50	2
CULTURE WATCH	A new record for endurance dancing was set recently in Cuba.	3:00	2
CNN NEWSROOM WORLDVIEW CLOSE		:35	3

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TOP STORY: HONG KONG

1. Why would Hong Kong residents be concerned with an erosion human rights when China resumes governance of the region? students use media resources to
   a. compare China's human rights record with the guarantee the people of Hong Kong have under their "rule of law.
   b. note the power and authority vested in the position of Administrator of the region.

c. describe positions China has taken recently on Hong Ko Taiwan and dissidents, inside and outside China.

Ask: In light of the power vested in his position, how significant is Hong Kong's new administrator's proposed restrictions on political demonstrations? Explain.

2. Review with the class the Most Favored Nation status in tra relations between countries. Then solicit students' commen on this statement from the video report: "The pressure Hong Kong is seeking comes in mixed messages from the U.S." Wha actions described in the video report make these messages "mixed"? What political needs might engender such a respon

EDITOR'S DESK: ROYAL HOME PAGE

3. What kinds of information can one find on the official and unofficial web sites of Britain's royal family? If other historical rulers could have had their own home pages, what might you be able to learn about them? Create home pages f monarchs/political leaders throughout history. Distribute HANDOUT (pg 3) and have student groups use it to guide thei research. Then challenge them to draw their ideas for the page on the back of the HANDOUT.

NEWSQUIZ: WHAT ARE THEY TALKING ABOUT?

4. Identify what the CNN NEWSROOM anchors were talking about i students "tuned in" in the middle of a broadcast. Distribu the NEWSQUIZ. Have students work independently, then check their responses. ANSWERS: 1-Benjamin Netanyahu; 2-Mobutu S Seko; 3-UNHCR; 4-Hong Kong; 5-space shuttle COLUMBIA; 6-the chip; 7-the Baka. Challenge students to choose one news it and write the rest of the story on the back of their NEWSQU

OUR WORLD: LITTLE LEAGUE INJURIES

5. Ask a physical education teacher or a sports medicine professional to speak to the class on how understanding the the body works can help avoid injury. Encourage students t ask questions. If possible, stage a demonstration in class

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

human rights rule of law civil liberties Tiananmen Sq
Most Favored Nation biomechanics Little League to

04/11/97

RULER DESK: HOME P

DIRECTIONS: Today's EDITOR'S DESK describes the home page of Britain's royalty. What if rulers throughout history had had th own web sites! Put your creative powers to work as you design a home page for any monarch or ruler at any time in history. Firs you'll have to know something about your chosen ruler, so you ma have to do some research. Complete the questions below to organ your information and ideas.

This will be the home page of _____
ruler of _____ from (years) _____ to ____
This home page address is: _____
How would you describe this ruler's physical appearance?
This person ascended to power by: (Describe how the person beca ruler; for example, he conquered this country or was a monarch w ascended to the throne by birthright.)
The ruler's major accomplishments were:
Some problems this ruler experienced during his/her reign were:
What are some adjectives or phrases that come to mind when this ruler's name is mentioned? What other individuals are associate

with this ruler, either as supporters or rivals?
What kinds of personal information do you think 'NET surfers wil find interesting about this ruler?
Now, use the back of this sheet to sketch ideas for the appearan of this home page, using the information above. What would your subject think of his/her website?

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*  * * ****   *    *    * ***** *   * *   *  *     *
*   ** *       *  * * *      * * * * *   *  *    *    What are t
*    * ******   **   **   ***** ***** *****  * ****** talking ab
                                      *
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DIRECTIONS: Suppose you tuned into CNN NEWSROOM during the prog and Cassandra and Tony were in the middle of describing a news s or desk feature. Had you tuned in during the broadcasts this we you might have heard some of the descriptions below. For each, briefly state what the anchor is talking about.

1. "...met with U.S. President Clinton in Washington in an eff to revive the Mideast peace process."
   Who are they talking about? _____
2. "...has declared a state of emergency in Zaire, as rebel fo advance on his capital city."
   Who are they talking about? _____
3. "...is the agency responsible for protecting refugees aroun the world."
   What are they talking about? _____
4. "The U.S. is concerned about restrictions in civil libertie for the citizens of this former British colony, once China takes over."
   What are they talking about? _____
5. "Its 16-day mission was cut short to four, because of a fau power generator."
   What are they talking about? _____
6. "In February, Congress passed a law requiring every televis sold in the U.S. to carry this parental control device."
   What are they talking about? _____
7. "This aboriginal people of Cameroon's rain forest are caugh the middle between the Bantu people and the logging compani
   Who are they talking about? _____

When you have checked your work, choose one news item above and write the rest of the story on the back of this paper.

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********    **    ** NEWSROOM WORLDVIEW
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INDONESIA: INDONESIA--ECONOMIC CONDITIONS; SOCIAL PROBLEMS

1. WHILE VIEWING: List the economic, political, ethnic and oth problems that the people of Indonesia are facing currently.
   AFTER VIEWING: Group students and challenge them to investi the conditions in Indonesia. Have groups
   a. gather data and use a map to indicate the political divisions, cities, resources, ethnic and religious reg and other data that might provide insight into the problems listed while viewing.
   b. indicate on the map where one would expect social unre to occur, using the gathered data.
   Ask: Why did you select these places as possible trouble sp
2. Next, have the groups locate East Timor and Pontianak on th map. Are they located in one of the trouble spots groups

identified earlier? Looking at their map, ask:

a. What factors do you think might contribute to social problems in these areas?

b. What does your data suggest as reasons why these two a of Indonesia are experiencing more social unrest than other parts of Indonesia?

3. Focus groups' examination of Indonesia on the situation in either East Timor or Pontianak and have them find data to a identify the specific factors that have contributed to the unrest; and, b) evaluate the role of the government in controlling the situation. Have the groups use the data to make a graphic model of the situation which includes both t causes and the roles played by the government and other gro in the development of the situation. Ask:

a. What conclusions would you draw from your model? Is t situation unique to that region or do similar factors exist in other parts of Indonesia?

b. Characterize the role the government has played.

c. Predict the outcome: Will this unrest remain isolated these areas or will it spread to other parts of Indone On what do you base that conclusion?

INTERNET: http://link.lanic.utexas.edu/asnic/countries/indonesia

CUBA SALSA RECORD: CUBA--ENTERTAINMENT; CUBA--MUSIC--SON

4. Encourage students to find and listen to samples of Cuban S Describe the music's qualities and characteristics. Why wo promoters try to set a Guinness World Record for Son music not some other? Why do you think it took place in Cuba?

INTERNET: http://www.there1.com/cuba.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

dilemma mediator king-maker allegiance clout politic

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Monday, April 14,

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Fifty years ago, Jackie Robinson broke the color barrier in American sports.	4:10	
HEADLINES	REBELS CONTINUE MARCH TOWARD KINSHASA...	:35	
ENVIRONMENT DESK	A drought in the Corkscrew Swamp presents a rare opportunity to view an ecosystem.	2:55	
LOOK AHEAD	Upcoming ENVIRONMENT DESKs...	:40	
NEWSDATE	On this date in 1912, the TITANIC collided with an iceberg and began to sink.	:35	
IN HARM'S WAY	(Part I) Storm chasers follow developing twisters in the infamous Tornado Alley.	4:25	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	1
TOP OF THE WORLD	China is trying to educate its people in preparation for reunion with Hong Kong.	3:40	1
CULTURE	Indian soap operas are changing roles.	2:30	2
WILD KINGDOM	Zimbabwe wants to end the ivory trade ban.	1:30	2
TAKING CARE OF BUSINESS	Volcanic eruption threatens the livelihood of people along the Rio San Jorge.	1:50	2
INSIDE RUSSIA	Russian hockey has changed greatly in the post-Soviet era.	3:15	2
CNN NEWSROOM WORLDVIEW CLOSE		1:05	3

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ANCHOR DESK April 14, 1997

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Negro League players compete? Create poster-size ads for g between these teams and their opponents and illustrate with teams' logos and mascots.

3. Generate a list of names of people who were "firsts" in any field. What does it mean to be in that position, particula when it upsets societal norms? Give each student a copy of HANDOUT (pg 4) and have students work in groups to list nam for each category. Each student will choose ground breaker and find statements on how the experience affected them. O completion, have students share their impressions of the co positives and negatives in these experiences. Ask: What do these "firsts" seem to have most in common?

ENVIRONMENT DESK: CORKSCREW SWAMP

4. Group students. Have each choose a particular ecosystem in your region to profile; or, you may wish to have all groups concentrate on the same ecosystem. If possible, visit the chosen site and have each group list three plant and animal species found there. With the help of wildlife personnel, university extension services and others, have groups deter the possible effects of drought, fire and storms on that ecosystem. Share findings and discuss whether each event i always an ecological "disaster" for the species involved.

IN HARM'S WAY, PART I

5. What and where is "Tornado Alley"? Have students use a map the U.S. to mark out this region. According to the video, are tornadoes most active in this region? Have student gro verify the accuracy of this statement by gathering statisti information on the frequency and intensity of tornado activ in the Alley and comparing this with similar activity for t nation as a whole.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

color barrier Negro Leagues breakthrough discrimina
Tiger Woods Laurent Kabila drought swamp "gustn

April 14, 199

ECOLOGICAL DESK: DISASTERS?

DIRECTIONS: Choose an ecosystem in your region to profile and w its name below. Find the names of 3 species of plants and 3 spe of animals in that ecosystem. List their names in Column 1. The for each event listed, briefly explain how that event could affe each species. If you need help, contact resources such as local wildlife park personnel or university extension staff.

ECOSYSTEM: _____

	EFFECTS OF:		
	DROUGHT	FIRE	STORMS
PLANT SPECIES:			
1.			
2.			
3.			

ANIMAL SPECIES:			
1.			
2.			
3.			

Share and discuss your findings with the class. Are these event always ecological disasters for each of these species? Explain.

April 14, 1997

** STUDENT HANDOUT: BREAKING GROUND

DIRECTIONS: Jackie Robinson's experience in breaking into Major League baseball echoes that of others whose achievements created societal breakthroughs for others. Search out such pioneers in fields shown below. First, work with your group to list several possibilities in each field (e.g., in motion pictures, that pers could be an actor, director, composer, etc.). Then, find a statement that person made, or was made about them, regarding th experience as "the first."

CATEGORY	NAME & BREAK-THROUGH	STATEMENT
Politics		
Sports		
Entertainment		
Science/		

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Medicine      !                          !
              !                          !
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Now, on the reverse side, write a statement summarizing these individuals common experiences and feelings.

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*****  **    **    *                                  April 14, 1997
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********    **    ** NEWSROOM WORLDVIEW
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100 DAYS: CHINA--MOTION PICTURES; CHINA--HISTORY--OPIUM WARS

1. In what ways are the people of China being reeducated about colonial past? Why is a film about the Opium Wars being ma in China now? As a class, research the Opium Wars then hav each student use the data to write two thoughtful summaries those events: one from the perspective of a British officia and the other from the perspective of a Chinese official, b living in the 1840s. Then pose the following questions:
   a. How do the two perspectives differ? If you were a Chi official today, what would you say was the significanc the events of the Opium Wars for modern China? Explai
   b. How might this perspective help build a sense of nationalism?
   c. How, then, might is this film relate to the events currently taking place in Hong Kong?

INTERNET: http://www.calyx.com/~schaffer/heroin/opiwar1.html

TOUGH WOMEN: INDIA--ENTERTAINMENT--TELEVISION

2. How are the roles of women in television sitcoms changing i India and why? Conduct a class survey of local TV programm identifying the various roles in which women are cast. Use data to make list the types of female roles most commonly s and the characteristics of each type.
   a. Do these roles accurately reflect women in real life?
   b. Which roles appear to be more "made for television" th are real portrayals?
   c. Why do you think such roles are used? What effect mig they have on viewers?
   d. To what extent will the same be true for people watchi similar programming in India? Over time, how concerne should Indians be about the psychological effect of su programming? What action do you think they should tak

INTERNET: http://www.indiawatch.org.in/pnc/index.html

ELEPHANT: ZIMBABWE--WILDLIFE PRESERVATION; IVORY--SMUGGLING

3. Why does the Zimbabwe government want to eliminate the ban the ivory trade? How has the increased size of elephant he affected the country's economy? Group students to a) find the estimated size of elephant herds across southern Africa the past 5 years, b) plot the data and c) look for indicati that the ban has been effective. Should the ban be continu Suggest possible solutions for the affected villagers.

INTERNET: http://www.wcmc.org.uk:80/species/data/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

ideology Opium Wars humiliation sitcoms self-es
taboo stockpile convention endangered species syndic

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Tuesday, April 15,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:10	
TOP STORY	It's tax time in the USA but what are the consequences for government when the tax payer reneges?	3:30	
HEADLINES	WHITEWATER'S JAMES MCDOUGAL IMPRISONED	:45	
MAYAQUEST	The Team searches for glyphs and other evidence of Mayan civilization.	1:15	
INTERNAT'L DESK Albert	The German town Caputh battles with Einstein's heirs over who has a right to his confiscated summer home.	2:40	
LOOK AHEAD	Upcoming INTERNATIONAL DESKs...	:30	
IN HARM'S WAY, PT. II	Increased knowledge and improved resources has helped us "predict the unpredictable."	4:10	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	1
TOP OF THE WORLD	Egyptians are protesting Israel's plans to build housing in East Jerusalem.	2:55	1
INSIDE EUROPE	Monetary union is just one of the issues in Britain's Euro-Skeptic debate.	4:50	2
WILD KINGDOM	Pakistan's largesse may save a small desert-dwelling bird from extinction.	2:20	2
WHO, WHAT, WHERE...	People in the Philippines are finding unusual ways to cope with traffic stress.	3:05	2
CNN NEWSROOM WORLDVIEW	CLOSE	1:00	3

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ANCHOR DESK — April 15, 1997

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*  in classrooms.  CNN NEWSROOM airs weekdays, 4:30-5:00 a.m. ET
*          Call 1-800-344-6219 for more information.
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TOP STORY: TAXES

1. If taxes are "the dues we pay to belong to a civilized soci then what services constitute those "dues"? Have students itemize the ways they contribute to the local tax base most frequently then b) list local services that are dependent o their taxable income and purchases. Ask: How often do you these (e.g., public safety, road/transit, health services, etc.)? What alternative "financing" would be feasible?

Explain. What are the consequences of a failed tax system?

MAYAQUEST, PART V

2. What kinds of information did the MayaQuest team hope to fi out from archeological details at these sites? Assuming a similar level of preservation, what types of details do you think explorers would surmise about artifacts discovered in Washington, D.C., thousands of years later? In your area, kinds of artifacts do you think people would be able to analyze? What impressions would they get from household objects and appliances?
3. Divide the class into groups of 3-4 students. Have them lo at a map of your area and choose the most destructive half path through the most densely and least populated areas. H each group share its results and defend its selections.

IN HARM'S WAY, PART II

4. What types of natural disasters are due to forces like thos a tornado? Ask students to research the forces that cause different natural disasters. Ask each group to explain to class the forces behind each type of disaster.
5. Have students share what they know of emergency procedures their school. Then have the class decide whether or not th had received sufficient instruction for a proper evacuation If the class decides that more instruction is needed, have develop a plan to serve that end.
6. Media images, both video and print, influence how we percei the severity of natural disasters. In groups of 3-4 studen have them fill in the HANDOUT (pg 4) with their perceptions the accuracy of media images, based on the opinions of stud and other members of the school community and on resources. a class, discuss the students' choices of the most accurate reported type of disaster and on what they based their opin

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Internal Revenue Service mesacyclone vortex glyph deci

April 15, 1997

***** DESK: EINSTEIN'S HOUSE

1. BEFORE VIEWING ask: What criteria is used usually to decid who owns an item or property? What institutions generally called upon to settle such disputes? Who arbitrates a disp when citizens of different countries are involved?
2. AFTER VIEWING: Describe/discuss the legal and moral claims involved in this dispute. Which claims do courts adjudicat
3. How did the town of Caputh gain possession of Albert Einste summer home? Have the class gather information about Alber Einstein's life up to the time he left Germany. (RESOURCE: http://www.bena.com/lucidcafe/library/96mar/einstein.html)
   a. How did he live? What work did he do? Which Nobel Pr winners visited him? What work did they do?
   b. Create a timeline of events in Einstein's life, beginn in 1905 with his enunciation of his theory of relativi to the revocation of his German citizenship in 1934.

   Given the circumstances that caused Einstein to flee German ask: Do you agree or disagree with Gary Smith, the Einstein family's representative, who said in the report, "This is a case of pure opportunism...."? Explain.
4. Have students outline the legal and the moral claims in thi case. Then, working in small groups, have each group use current media resources to find a local, national or

international issue/case which involves both legal and mora claims, and use it to create debate points. Have each grou present a mini-debate in front of the class for critique.

EXTENSION: Invite an attorney to speak to the class a) on what b courts make a decision; and, b) about the procedures involv in settling disputes that involve more than one country. H students prepare questions to ask their guest. AND/OR Pre groups' mini-debates before the attorney and have him/her a as the judge/justice in each case, explaining the legal bas for each "ruling."

5. What other property claims arising out of the Holocaust hav been in the news recently? Have student groups refer to re media coverage to find out what are the legal issues involv in Holocaust victims and/or their heirs claims against the Swiss banking system. What problems/concerns do they share with those making claims against the former East Germany? do students think should properly adjudicate such claims?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

opportunism Nazi Party sanctuary Auschwitz real es

April 15, 1997

STUDENT HANDOUT: MEDIA IMAGES OF DISASTER

DIRECTIONS: As a group, work together to develop responses to t following questions. In the column marked "ACCURATE?" include a quote from a classmate or a fact collected from a resource to support your group's answer. Finally, decide which type of disa is reported most accurately.

DISASTER	TV/MOVIE IMAGES	PRINT IMAGES	ACCURATE? (suppo
Tornado			
Earthquake			
Flood			
Forest Fire			

Which type of disaster is reported more accurately? Explain.

April 15, 1997

NEWSROOM WORLDVIEW

EGYPT ANTI-ISRAEL: EGYPT--POLITICS; EGYPT--ISRAEL--FOREIGN POLI

1. What has motivated the recent demonstrations in Egypt? How it thought that they serve Egyptian political policy? Have student groups compare information about the population, GN military and other factors for Israel and Egypt for 1972 an 1997. Have groups chart their data and compare changes in economic and military strength. Is Egypt MORE or LESS of a threat to Israel today than in 1972? Israel won the 1973 w with her Arab neighbors, including Egypt. How seriously sh Israel take Egyptian demonstrations demanding military acti Review their relationship since the 1978 Camp David Accords make a timeline showing the events that have taken place.
   a. What does your timeline suggest about the direction of Egypt-Israel relations?
   b. How do the demonstrations fit into this pattern?
   c. Why do you think the Egyptian government is really allowing the demonstrations to take place?

INTERNET: http://www.city.net/countries/egypt/#country_informat

BRIT EURO ELECTIONS: BRITAIN--POLITICS--ELECTIONS

2. What are the major issues facing Britain in the upcoming elections? Why has European Union (EU) become a difficult party issue? Using current news sources, have the class ga information about the May 1 elections. Use the data to mak list of the issues that appear to be most often mentioned i the campaign. Ask students:
   a. Which issues appear to be the most important in this election? To what extent will European Union issues b the deciding factor?
   b. In summary, what do you predict as the outcome of this election? What factors appear most important in the prediction that you have made?

'NET:http://www.neosoft.com/-dlgates/uk/ukgeneral.html?governmen

PAKISTAN BUSTARD: PAKISTAN--WILDLIFE PRESERVATION

3. Why is the "bustard" endangered? What plan is underway to insure its existence? Gather data about endangered bird species in southwestern Asia, focusing especially on the "bustard." Using a map, plot where these birds live and describe the role they play in the ecology of the region. responsibility do all countries have to protect such specie Explain.

INTERNET: http://www.narc.gov.ae/index.html

WORLDVIEW: TODAY'S NEWS TERMS

settlements desecrate appease consensus Euro-Skep

CNN NEWSROOM & WORLDVIEW

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******  **   **   *                              Wednesday, April 16,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:10	
TOP STORY	U.N.-sponsored multinational force invades Albania to safeguard aid shipments.	3:30	
HEADLINES	CATASTROPHIC FIRE DURING SAUDI RELIGIOUS CELEBRATION; FBI LAB TESTS FLAWED	:45	
ON THE MAP	FACTS ABOUT ISRAEL...	:45	
BUSINESS DESK	Israel has created a big business out of telecommunications and Internet software.	2:15	
LOOK AHEAD	Upcoming BUSINESS DESKs...	:40	
IN HARM'S WAY, PT III	For some meteorologists, chasing a tornado is much like going on a treasure hunt.	4:25	1
NEXT WEEK	Ringling Brothers' Circus Teens	:35	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:55	1
TOP OF THE WORLD	The U.S. media is harshly criticized for what Beijing calls biased reporting.	5:05	2
INFORMATION PLEASE	Personalities play an important role in East Timor's drive for independence.	3:15	2
CULTURE WATCH	Mongolia's barren landscape influenced the development of a least one singer.	4:40	2
CNN NEWSROOM WORLDVIEW CLOSE		1:00	3

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ANCHOR DESK April 16, 1997

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*          tape and archive CNN NEWSROOM broadcasts.
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TOP STORY: ALBANIA

1. What is the distinct purpose of the U.N.'s invasion of Alba What prompted Italy to lead this military force? Using a m of Europe, have students locate Albania and its proximity t those nations involved in the U.N. action. Review with students the recent events that have led to the unrest in Albania and discuss the effect large populations of immigra can have on a country that offers them refuge.
2. In what way(s) is this mission considered an improvement ov the U.N. intervention in Bosnia? Read the following quote

the video: "Experience shows that military interventions, n matter how well intentioned from the start, can often end i grief." Ask students to think of interventions in the past years that could fit that description.

a. Group students and assign one of those countries to ea
b. Have each group track the course of events, from invasion/intervention to the final pullout, to identif specific acts and decisions that contributed to the success or failure of that action.
c. Share and analyze groups' findings for similarities an patterns.

On the basis of their research, what do students feel needs be done -- or not done -- to give the Albania intervention chance NOT to "end in grief"? Explain.

IN HARM'S WAY (PART III)

3. Why does storm chasing involve executing an "exact" attack plan? On what specific technology do storm chasers rely? role does this technology play in creating an exact plan?
4. Many storm chasers are meteorologists. Ask students: What meteorologist? Would you consider meteorology an exact science? Why/Why not? Given what meteorologists do know a the danger and power of tornadoes, are you surprised that s weather experts are storm chasers? Explain.
5. Review the terms associated with tornadoes from the three p of this series aired so far. Then challenge each student t write a brief description of a tornado sighting, using the vocabulary a meteorologist would use. Direct students to describe in technical terms what the viewer would see and include the conditions on radar that are conducive to torna formation. Have students share their descriptions.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

intervention Hajj Mecca EBS super cell Doppler Radar wall c

Apr. 16, 1997

ISRAELI DESK: HI-TECH

1. BEFORE VIEWING: Locate the nation of Israel on a world map What businesses and industries do you think of when you thi of Israel? Why?
2. AFTER VIEWING: Describe the conditions and support systems that have led to booming software industry development in Israel. What are the sources of funding for these software companies? Why do you think that American investors find t businesses attractive?
3. Many of Israel's software professionals got their initial experience in the military. What kinds of experiences and training opportunities are afforded to those who enter the military in your area? Ask recruiting representatives from different armed services to address the class on the kinds job training that one can pursue in each branch of the military. Afterwards, discuss possible career paths that a recruit could take once he/she leaves the military, based o the job training he/she received.

CHALLENGE: Have each group of students create a TV ad campaign one branch of the military, highlighting the job training opportunities available.

4. Invite a stockbroker or investment advisor to talk to your class about the Israeli software firms that appear on the NASDAQ. Ask this professional to prepare information on so

of the firms' recent activity and reasons for their performance. Then have students conduct research to find o examples of international firms that offer stock in the U.S Have each student choose one stock and chart its activity o a prescribed period. Have the students gather information their chosen companies and present profiles to the class. Would you advise others to invest in this stock? Why/Why n

5. Military training, research and development and strong technical institutions are all responsible for Israel's strength as a player in the global software market. What unique characteristics of your community make it conducive certain kinds of businesses? Have students work in groups research and complete the Community Business Profile on the HANDOUT (pg 4). After sharing their findings, challenge ea group to determine what new business or industry it would b into the community and how this could be accomplished.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

R&D technical institution venture capital NASDAQ market s

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******** ** ** STUDENT HANDOUT: COMMUNITY BUSINESS PROFILE

April 16, 1997

DIRECTIONS: Today's BUSINESS DESK showed that military training research and development, combined with excellent technical institutions, have led to the rise of globally-competitive softw industries in Israel. What unique characteristics of your commu or region are conducive to business development? Profile your community by conducting research to help you answer each questio below.

1. List the universities, colleges, junior colleges and techni institutions within approximately 50 miles of your communit Note any specialization:
2. List the vocational/technical school opportunities availabl high school students in your community:
3. Is your community's location conducive to business and commerce? If so, explain its advantage in this category.
4. Are there any special geographic features, such as beaches mountains, or historic sites, such as battlefields/monument that support the existence of some businesses? Explain.
5. What natural resources and/or agricultural products are plentiful in your area?
6. What other unique support systems are in place that promote business growth in your community?

Share your findings and discuss how they support the businesses industries currently found in your community. Consider: If you could bring any other business/industry into your community, whi would you choose and why? What support systems are already in p for your choice? What systems might you need? Discuss.

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******** ** ** NEWSROOM WORLDVIEW

April 16, 1997

CHINA US MEDIA: U.S.--CHINA--FOREIGN RELATIONS; U.S.--MASS MEDIA NATIONAL CHARACTERISTICS

1. Why is the government of China concerned about how it is treated in the U.S. media? Why do Asian-Americans voice similar concerns? Have student groups survey articles in newsmagazines and other national news media to determine ho both topics are handled. Have students:

a. Note on a chart the source, the topic of the story, th date and any specific words or images used to describe either China or Asian-Americans.
b. Evaluate each story: "P" (positive story); "N" (negati story); "F" (factual/objective story).
c. On completion, write a summary statement which include
   i. how China is typically characterized in the media
   ii. how Asian-Americans are typically characterized i the media; and,
   iii. an evaluation of the news media reports' tendency concerning these two subjects to be positive, negative or factual/objective.

How valid are both China's and Asian-Americans' complaints? what extent has the U.S. media behaved responsibly in repor on these two topics? Is the behavior consistent with the ideals of a country that believes in the freedom of the new media?

INTERNET: http://www.asiaville.com/news/nw_chin.html
http://www.utexas.edu/students/wwlove/dave/news.html

EAST TIMOR: INDONESIA--POLITICS; INDONESIA--RELIGION AND POLITIC

2. How is the Catholic Church involved in the independence movement in East Timor? What steps has the Church taken to increase its influence? Have students use a map of the Eas Indies to identify all of the islands that comprise Indones Focus their attention on Timor and have them gather data ab the population, resources available and religious affiliati of its people. Use the data to develop a scenario explaini why the events occurring there merit regular attention from international media and the Catholic Church. Ask students: do you think Timor attracts the attention it is given? Do think this attention is merited? Why/Why not? How do you think the world media should handle the story? Explain.

INTERNET: http://www.salesianmissions.org/AroundTheWorld/Asia/Indonesia/In1.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

conspiracy image racism diocese Fretilin Movement heri

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Thursday, April 17,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:10	
TOP STORY	Tobacco companies and anti-tobacco forces are negotiating behind closed doors.	5:40	
HEADLINES	ISRAELI POLICE URGE CORRUPTION CHARGES AGAINST PRIME MINISTER NETANYAHU	:35	
SCIENCE DESK	Thomas Edison's lab is getting a facelift on the 150th anniversary of his birth.	2:05	
LOOK AHEAD	Upcoming SCIENCE DESKs...	:40	1
IN HARM'S WAY	(Part IV) Storm chasing requires the help of someone who knows what to look for and where.	4:20	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	1
TOP OF THE WORLD	American politicians are becoming more interested in Hong Kong's future.	2:50	1
INSIDE EUROPE	The retirement age is raising political and economic questions in France.	3:45	2
FAST FACT	Auto makers want to enter China's market.	2:20	2
TAKING CARE OF BUSINESS	Italy wants to strengthen the lira.	1:20	2
CULTURE WATCH	Changing circumstances has led to the decline of Egypt's motion picture industry.	2:40	2
CNN NEWSROOM WORLDVIEW CLOSE		:35	3

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ANCHOR DESK April 17, 1997

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TOP STORY: TOBACCO MEETING

1. What is the purpose of the closed-door meetings between the largest tobacco companies and their adversaries? What like has motivated the tobacco companies to consider participati in these negotiations?
2. According to the video, is cigarette smoking on the increas decrease in the U.S.? How does this trend compare with statistics for smoking around the globe? Why is the World Health Organization (WHO) "scared"? What is a pandemic? Explain how cigarette smoking may be the "largest man-made"

http://learning.turner.com/guidearchive/0497/NR041797.html

pandemic ever.

3. Who are the players in these negotiations? Group students. Ask them to find out which interests are represented at the meetings and share their findings. What is at stake for ea of these interests? Discuss.
4. Replay the video and direct students to take notes on the points under discussion at these meetings.
   a. Working in small groups, have students conduct researc learn what other considerations are on the table. Encourage groups also to list their own ideas: What d they think are other possible negotiation points the t sides are discussing?
   b. Reconvene the class and have groups share their findin and ideas. Write each consideration on the board.
   c. Discuss each consideration and determine who would ben or lose if that point were approved. For example, if outdoor advertising for cigarettes was banned, who mig be affected and how?

   Based on the analysis, have students predict the outcome of these negotiations.

IN HARM'S WAY (PART IV)

5. What is Tom Pastrano's job? Describe the kinds of weather conditions that usually precede a tornado. How does Mr. Pastrano keep track of these conditions to aid him in his chase? What else does he say a person must know in order t a good storm chaser?
6. Discuss with students the experiences of the storm chasers they have seen this week. Then challenge each student to w a journal entry for a fictitious storm chase where he/she g along for the ride. Ask volunteers to read their entries a then poll students to see how many would take part in a sto chase, given the opportunity.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Philip Morris RJR Nabisco liability plaintiff compensa FDA fraud immunity nicotine disclosure WHO shear an

April 17, 1997

EDISON LAB

DESK: RESTORATION

1. BEFORE VIEWING: Why is Thomas Edison famous? Where did he work? What reminders of Edison still exist today? How doe his work affect your life?
2. AFTER VIEWING: Have students compare their earlier respons with the information given in the video then use all the information to write a description of Edison. Encourage th to enhance their work with added information/pictures of Edison, his lab and inventions.
3. Locate areas tended by the National Park Service. Who visi them? What recreational and/or educational activities do t provide? Are any in your locale? Is it unusual for the National Park Service to tend a laboratory? Why/Why not? other historic sites are under their domain? Which ones ha you visited? Which ones would you like to visit? Why?
4. Where do inventors invent? Is this the same for all invent Research the habitats of famous inventors for a) what they have in common and b) why this may be so. What is an Industrial Research Lab? Who developed the first one and w Is such a facility conducive to inventing? Why/Why not? Design a facility that would enhance the process of inventi

5. Discuss the state of Edison's lab four years ago, why this happened and what changed to allow its restoration. Is thi appropriate change? Explain. What other famous scientists and/or inventors are associated with historic sites? List students' responses on the board and discuss the sites' cur condition. Then, distribute a copy of the HANDOUT (pg 4) t each student.
   a. Tell them they are National Park Service employees cha with developing a National Historic Site to preserve a protect the work of a famous scientist/inventor.
   b. Have students choose a person from the list on the boa and, using the HANDOUT and the Edison Lab as guides, develop a National Historic Site.

   When everyone has finished, choose one site as a class proj Challenge the class to hone the design to perfection and se to the National Park Service for possible implementation.

SUGGESTED RESOURCE: http://www.edison-ford-estate.com/ed_time.h

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Thomas Edison National Park Service Wizard of Menlo

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******** ** ** STUDENT HANDOUT: PRESERVING HISTORY

April 17, 1997

DIRECTIONS: An outpouring of public and private funds apparentl has saved the lab where Thomas Edison worked his wonders. Most would agree that such a site is worth saving. In fact, the work sites of many other scientists and/or inventors might also be wo of Historic Site status. Choose one such person/site and follow outline below to create a National Historic Site.

NAME OF SCIENTIST/INVENTOR _____

MOST FAMOUS DISCOVERIES/INVENTIONS _____

_____

LOCATION OF SCIENTIST'S/INVENTOR'S LAB _____

HOW DISCOVERIES/INVENTIONS HAVE IMPACTED TODAY'S WORLD _____

_____

_____

EXHIBITS TO BE INCLUDE AT HISTORIC SITE _____

_____

_____

_____

_____

HOW TO PUBLICIZE SITE _____

_____

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HOW TO RAISE MONEY _____

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******** ** ** NEWSROOM WORLDVIEW

April 17, 1997

HONG KONG SORE POINT: CHINA--UNITED STATES--FOREIGN RELATIONS

1. What interest does the U.S. have in Hong Kong's future? Ho might China's treatment of Hong Kong affect U.S.-Chinese relations? Use media and other references to create a clas timeline of the events, agreements or disagreements that ha taken place between the U.S. and China over the past 20 yea

Have students place graphic symbols to indicate when relati
have worsened or improved. Ask students:

a. What patterns emerge in your data? How do you think t
concerns over Hong Kong fit into the strands of this
relationship?

b. What appear to be the goals of both China and the U.S.
their diplomatic relationship?

c. How might the situation concerning Hong Kong be relate
the goals of the U.S. in its relationship with China?

d. To what extent might the reunion of China and Hong Kon
actually further U.S. goals in that region?

INTERNET: http://www.cpsc.ucalgary.ca/~huiy/hk_chinese.html
http://www.cuhk.hk/hkac/i

YOUNG PENSIONERS: FRANCE--ECONOMIC CONDITIONS; FRANCE--RETIREME

2. Why are the French concerned about the retirement age? Wha
appear to be the advantages and disadvantages of early
retirement? Have students use information about the French
lifestyle to write a story about personal effects of early
retirement. Why might a person want to do such a thing?

INTERNET: http://www2.nando.net/new

CHINA: CHINA--ECONOMIC DEVELOPMENT; CHINA--MANUFACTURES--AUTOMOB

3. Why has General Motors invested in auto production faciliti
in China? What other auto manufacturers are involved in
similar joint ventures? Group students to gather data abou
the population and the number of private cars in China, Tai
South Korea, Malaysia and Thailand to:

a. Calculate the percentage of car owners for each countr
gather data on the per capita GNP for each country.

b. Compare the two sets of data and describe any patterns

c. Look at the changes in GNP in each country over the pa
years. Where would you expect per capita GNP to incre
most rapidly?

Ask: How wise was GM's decision to invest in China? What o
Asian countries might be good investment choices? Why?

INTERNET: http://wet.kiss.uni-lj.si/~k4ef0103/carlinks.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

rule of law civil liberties pensions baby boomers brand eq

http://learning.turner.com/guidearchive/0497/NR041897.html

CNN NEWSROOM & WORLDVIEW — Turner Learning

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******  **   **   *                                  Friday, April 18,
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*       *  * *  * *
*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:10	
TOP STORY	Flooding sweeps large areas of N. Dakota and Minnesota, and there is more to come.	2:30	
THIS WEEK	Multinational troops land in Albania; U.S. tobacco companies in settlement negotiation; Tax Day; Jackie Robinson remembered.	2:15	
CAPITAL NEWS	Bob Dole lends Newt Gingrich $300,000 to pay his fine for ethics violation.	:45	
LOOK AHEAD	MONDAY: Net Day 2000	:40	
EDITOR'S DESK	Do you speak "computer speak"? So, what exactly is RAM, URL and HTML?	2:10	
HEADS UP!	See pages 5 & 6 for DESK descriptions.	:50	1
IN HARM'S WAY	(Part V) For one man in "Tornado Alley" chasing storms is big business.	3:30	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	1
TOP OF THE WORLD	A centuries-old tradition in Zimbabwe has been given a very modern twist.	5:05	2
INSIDE EUROPE	Serbia's political and economic problems have left many there in poverty.	2:30	2
WILD KINGDOM NOAH'S ARK	A farm in England saves rare animal species by selling some of them for food.	2:15	2
TAKING CARE OF BUSINESS	Japan has a new teen idol who exists only in computer virtual reality.	3:15	2
CNN NEWSROOM WORLDVIEW CLOSE		:55	3

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ANCHOR DESK April 18, 1997

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**********************************************************************
*   YOU ASKED FOR IT!  Teachers told us they wanted more advance
*  notice of DESK segments to aid in lesson planning.  Beginning
*   today and every Friday, you'll be able to get summaries of
*  upcoming DESKs and their Curriculum Connections.  See pages 4
* and 5 for a complete "Heads Up" of DESKs for the week of May 5
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TOP STORY: FARGO FLOODING

1. What is causing the worst flooding in 500 years in this reg
   How are people attempting to protect their homes from the f
   waters? Besides the Red River in North Dakota, what other
   rivers in this region are overflowing or threatening to

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overflow their banks?

2. AFTER VIEWING: Generate a class discussion about some of t emotions displayed by people whose homes and belongings are the path of flood waters. In addition to the physical dama inflicted, how does the flooding cause emotional damage? A students to consider the 81-year old man in the video who refuses to leave his home unless the flooding "gets up to t top window." What would they do in the same situation? Ha students write short essays in response.

THIS WEEK

3. What nations are sending troops to Albania? What is the objective of their mission?
4. Why are the tobacco companies negotiating with anti-smoking forces and eight U.S. states? Why do you think these meeti are conducted behind closed doors?
5. What is the significance of April 15th to most U.S. citizen Approximately what percent of each family's dollar is spent taxes? How are federal income taxes usually paid?
6. Who was Jackie Robinson? What obstacles did he have to overcome to break the color barrier in American sports? Ho have athletes of all backgrounds benefited from his accomplishment?

IN HARM'S WAY (PART V)

7. Explain how storms mean "big business" for Val Castor. Who uses the information he gathers? What dangers does he face gathering this data?
8. Besides insurance companies and weather forecasters, who el would be interested in severe weather information? Have gr list parties who need to know what kind of weather is on th way and share lists. Challenge each group to select one pa from any list and prepare a hypothetical weather forecast t has information of specific interest to that party. For example, pilots and airport personnel will need to know abo winds and the possibility of severe weather.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Red River anarchy income tax Jackie Robinson rain cur

***** ****** ***** ***** ***** ***** ** ***** April 18, 1997
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***** ****** ***** * ***** * * ***** DESK: TECH SPEA

1. BEFORE VIEWING: Generate a list of words students associat with computers and their functions and with the Internet. Write these on the board and ask students to explain what t mean.
2. AFTER VIEWING: What is "computer speak"? Compare the term mentioned in the video with those listed earlier on the boa How many of these terms were the same? Were any of the ter unfamiliar to the students?
3. Discuss the double meanings of some of the computer-related words mentioned; then, pose the following scenario to stude

> Ms. Narcosette has been in a coma for 25 years. This morning she woke up just in time to hear one nurse say to another, "I was on-line so long last night I can hardly keep my eyes open now."

Ask students: How do you think Ms. Narcosette interpreted t nurse's activities the night before? Group students to cre comic strips/cartoons illustrating the patient's and nurses interpretation of the word "on-line" and/or any other Internet/computer-related term that could be interpreted in

more than one way. Share and then post students' creations
EXTENSION: Create Internet/computer primers for younger students
Use illustrations to reinforce the text.
4. What is "jargon"? Create a class list of words/phrases tha
are specific to activities/fields, e.g., baseball, media, l
politics. Working in groups, have students choose one acti
and write two descriptions of the same act: one in the lang
of the initiated, one intended to be read by a novice to th
field. Have groups exchange the jargon-laden descriptions
first, challenging others to decipher the act. Then have t
exchange partners read the layman's version for clarificati
Ask students: Which version do you prefer? Explain. Lead
discussion of how "special" language can seep into general
(e.g., "hit a home run") and have students share examples.
5. In the video the computer mouse was identified by its funct
"a manually-operated-computer-input-peripheral-device." Ha
students use this "double speak" to rename everyday objects
challenging classmates to decode these into their known nam
----------EDITOR'S DESK: TODAY'S NEWS TERMS----------
RAM "computer speak" Internet URL HTML jargon neop

***** ** ** * April 18, 1997
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******** ** ** NEWSROOM WORLDVIEW
WOMAN CHIEF: ZIMBABWE--SOCIAL LIFE AND CUSTOMS; RITES AND CEREMO
1. Why have traditionalists opposed Sinqobili's appointment as
Chief? Who has supported her?
a. Have students gather data about the history and cultur
traditions of the Ndebele (formerly the Matabele) peop
in Zimbabwe. Include information about the women's ro
especially in political and family affairs. Use the d
to create a pictorial image of the Ndebele people,
identifying the factors that support traditionalism an
those that encourage change.
b. Gather similar data about Zimbabwe's Shona people and
compare their culture with that of the Ndebele.
What factors identified in the comparison best explain how
these two cultures are able to live together in harmony? H
adequate are these factors in explaining why the Shona, who
dominate national government, would support Sinqobili's
appointment as Chief? How might the country benefit from s
a change in leadership?
INTERNET: http://www.eclipse.co.uk/isimmins/travel/zim/ndebele.h
http://www.africa.com/~venture/africa/south/zimb/zimb.
YUGO DANUBE FISHERMAN: SERBIA--ECONOMIC CONDITIONS
2. Analyze the effect the Bosnia conflict has had on the forme
Yugoslavia. Have students begin by marking a map of the re
to show the territorial changes that have occurred. Contin
by listing statistics comparing the prewar economy with the
current economy. Draw conclusions about the major changes
the economy. What factors were most important in causing t
economic changes? Specifically, how important an impact on
economy were the cession of territories to Bosnia and Croat
and the embargo? Which factors best explain the poverty of
Joksimovic and Sevarlic? What predictions do you make abou
the future of economy of the region? Explain.
INTERNET: http://www.cnn.com/WORLD/9612/05/yugo.pressure/index.h
http://www.yugoslavia.com/Economy/general.htm
NOAH'S ARK: BRITAIN--LIVESTOCK; BRITAIN--RARE ANIMALS--PRESERVA
3. What appear to be the goals of the Rare Breeds Survival Tru

What methods are they using to insure the survival of these rare farm animals?
INTERNET: http://www.islandnet.com./~wilding/whoweare.html
http://www.lionsafari.com/sheep.html
----------WORLDVIEW: TODAY'S NEWS TERMS----------
spirit mediums traditionalists Ndebele culture Pansula dan commercial farming British heritage Worldwide Web graphic i

April 18, 1997

** NEWSROOM: "HEADS-UP" GUIDE
Summaries and curriculum connections for DESK segments scheduled for the week of May 5, 1997*
TEACHERS, PLEASE NOTE: At an international news organization s as CNN, the news environment is a fluid one, which could result sudden programming changes. Therefore, please be advised tha segments of CNN NEWSROOM/WORLDVIEW are subject to change witho notice. We regret any inconvenience.
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MONDAY, MAY 5, 1997: ENVIRONMENT DESK: Gabon Warrior
Along the Ivindo River in Gabon, Africa, Giuseppe Vassallo seeks protect from loggers 5000 sq. km. of primary rain forest, known the Mingouli Forest. As students travel down the Ivindo with Vassallo and CNN they will experience the beauty of this place, assess arguments made to save it and debate the issue of protect wilderness in the face of economic necessity.
CURRICULUM CONNECTIONS: Environmental Science; Biology; World History: Culture of Africa
TUESDAY, MAY 6, 1997: INTERNATIONAL DESK: Russia Farm Reform
Giant, formerly state-owned farms in Russia have stubbornly resi government attempts at reform. One of these farms is getting so help from the West. Privatization is expected to save jobs and provide food for the nation. Neighboring farms, not as quick to act, have sunk below the waves of change. As students tour the they will witness a changing economy and assess its positive and negative effects on society.
CURRICULUM CONNECTIONS: World History: Russian Economy; World Economics
WEDNESDAY, MAY 7, 1997: BUSINESS DESK: Petroleum Boom
Oil is booming again in southern Louisiana and "Help Wanted" sig advertise for skilled tradesmen, from welders and fitters to div and diesel mechanics. Unfortunately, these jobs are hard to fil because people remember the last time oil went bust and unemploy soared. As students listen to workers and employers discuss the problems in Louisiana's "oil patch" they will investigate the economic effects of diversification and specialization at work i major industry. They will examine their own community in light the problems in Louisiana.
CURRICULUM CONNECTIONS: Business; American History

THURSDAY, MAY 8, 1997: SCIENCE DESK: Brain Discoveries
Using advanced MRI technology, researchers can actually see the thought processes in a live human brain for the first time. Everything from mapping the brain to finding cures for Alzheimer Disease to adjusting learning schedules could follow from this n discovery. As students review MRI images of a human brain they add this information to their own knowledge of the human nervous system and make predictions for changes in scientific, medical, philosophical and educational practices that will be affected by

this latest "window" into the mind.
CURRICULUM CONNECTIONS: Biology; Health
FRIDAY, MAY 9, 1997: EDITOR'S DESK: Privacy Essay
Technology, especially as it relates to communications, is one o the easiest and oldest targets for critics of the new. Today, t latest in so-called "evil media technologies" is the INTERNET. fear that individuals will become "lost" in cyberspace, eschewin normal contact with "real" people for the disembodied words and graphics on the NET. Others fear the loss of privacy. As stude think about these issues in this essay they will ask themselves questions about their own use of communications technology and i usefulness to them and to the rest of society.
CURRICULUM CONNECTIONS: Computer Sciences; Language Arts; Communications
NEXT FRIDAY: A "Heads Up" for DESK segments for the week of May
*NOTE: "Heads Up" Guides will always be written for DESK segmen three weeks in advance.

http://learning.turner.com/guidearchive/0497/NR042197.html

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Monday, April 21,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:10	
TOP STORY	Part I of THE WEB OF LIFE focuses on biodiversity as we approach Earth Day.	6:25	
HEADLINES	NETANYAHU NOT CHARGED...INDIA'S P.M. SWORN IN...MIDWEST FLOODS PERSIST...	1:00	
ENVIRONMENT DESK	What started as an incentive to recycle has become a big headache for the states of Michigan and Maine.	2:30	1
LOOK AHEAD	Upcoming ENVIRONMENT DESKs...	:40	1
NET DAY	Many schools in the U.S. are attempting to get classrooms on-line.	3:00	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:00	1
TOP OF THE WORLD	Helmut Kohl has decided to seek another term as Chancellor of Germany.	2:55	1
INSIDE ASIA	Ten aboriginal tribes occupied Taiwan before the arrival of the Han Chinese.	5:00	2
TAKING CARE OF BUSINESS	Argentina's economy is making a dramatic recovery -- but at a very high price.	1:55	2
CULTURE WATCH	Thailand has its own version of Britain's Spice Girls rock group.	2:25	2
CNN NEWSROOM	WORLDVIEW CLOSE	1:00	3

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ANCHOR DESK April 21, 1997

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*         incorporate CNN NEWSROOM into your curriculum.
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TOP STORY: BIODIVERSITY

1. BEFORE VIEWING: List factors needed to sustain life and examples of how species depend on one another for survival. What in the human habitat do students need to survive?
2. AFTER VIEWING: Ask students to use what they saw/heard in video to define "biodiversity." Discuss scientists' concer about "saving the diversity of life" then, recalling the li created earlier, have students note species that commonly s the same habitat. What would happen to one of those if one the others no longer existed? Group students; distribute a copy of the HANDOUT (pg 4) to each student to:

a. Select one habitat to investigate, e.g., a backyard, l park, school grounds.
b. Observe and write down the names of the species in tha habitat and describe the connections among them.
c. Use the HANDOUT to organize findings.

Share findings in class. Have each group create a web usin one of the observed habitats. Discuss the habitats student identified as already protected then brainstorm actions students could take to help protect endangered local habita

ENVIRONMENT DESK: RECYCLING TOO MUCH?

3. Why are Michigan residents recycling bottles and cans in re numbers? What is the "good news/bad news" about this payof program? Why has it caused problems for the state governme Explain how Maine found itself in a similar dilemma.
4. Distribute the HANDOUT (pg 3). Have each student read the directions carefully, then cut the HANDOUT on the dotted li and make several copies of the survey. Direct students to distribute their copies to students around the school, then collect them and, as a class, collate the responses. Analy and interpret the results then, as a class, write an articl explaining its findings for the school newspaper. Discuss can be done to make students concerned about the consequenc of waste disposal on the environment.

'NET DAY

5. How does "Net Day" serve the experts' vision of the future education? Besides investing in wiring schools, what other commitments are needed to "make computers meaningful in the classroom"? Using the criteria for meaningful computer use have students a) design and implement a survey that critiqu the presence and use of computers in the school curricula, write a proposal to redress any perceived "holes" and c) su it to the administration, PTSA and business leaders.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

biodiversity habitat ecologist fauna recycle hazardous w shortfall Internet grass roots web browser smartboard

April 21, 199

STUDENT DESK: RECYCLING S

DIRECTIONS: Cut off these directions. Make copies of the RECYC SURVEY and distribute them to students in your school. Encourag respondents to be honest as they answer; tell them they need not their names to the surveys. Collect the completed surveys or ar for a drop-off box in your classroom. Then, with the other stud in your class, collate the data; if possible, print the results your school newspaper. Use what you have learned to make some generalizations about student recycling habits and what can be d to make students more concerned about waste and the environment.

STUDENT RECYCLING SURVEY

Please answer each question as honestly as you can. You need no sign your name. Thanks for your help!

1. How often do you recycle? (circle one)
   Always Sometimes Occasionally Neve
2. If you do recycle, even occasionally, what kinds of items d recycle? (Check all that apply.) If you answered "Never" Question #1, skip this and go onto Question #3.
   ___ soft drink cans ___ plastic contain

http://learning.turner.com/guidearchive/0497/NR042197.html

___ newspapers ___ glass items
___ paper ___ plastic bags
other (list items): _____

3. In your opinion, should students in this community recycle less, or do they recycle enough to protect the environment?

_____

4. If you believe that students need to recycle more, what do think would best motivate them to do this? (check one)
___ media attention
___ money
___ cleaner environment
___ nothing

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******** ** ** STUDENT HANDOUT: HABITAT OBSERVATION

April 21, 1997

DIRECTIONS: Choose one habitat to investigate, e.g., a backyard local park, school grounds, etc. Observe and write down the nam of the species in that habitat and describe the connections amon them. Use this HANDOUT to organize your findings.

HABITAT TYPE & LOCATION _____

FLORA	FAUNA
_____	_____
_____	_____
_____	_____
_____	_____

DESCRIBE 3 OR MORE SPECIES' CONNECTIONS: _____

_____

_____

_____

WHAT DO THESE SPECIES NEED TO SURVIVE? _____

_____

_____

WHAT, IF ANYTHING, THREATENS THEIR EXISTENCE NOW? _____

_____

_____

WHICH SPECIE(S) WOULD CEASE TO EXIST IF ONE OF THE OTHERS DIED O EXPLAIN. _____

_____

_____

Work with your group to find out whether any habitats in your community are already protected and which ones you feel need protection.

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******** ** ** NEWSROOM WORLDVIEW

April 21, 1997

KOHL WORKER RACE: GERMANY--POLITICS--ELECTIONS

1. For what are German workers criticized? Why is it importan that the German economy be in good shape to participate in European Union (EU) process? Working in groups, have stude
   a. Gather data about the economies of the major participa in the EU, including total GNP, per capita GNP, percen GNP spent by the government, size of government budget deficits, unemployment rates and inflation rates.
   b. Graph the data and use it to compare the size and stre of these economies.

   Then ask groups to respond to the following questions:
   a. How would you characterize the German economy compared

with the others?

b. How valid is the claim that the German government must its budget costs and improve its economy in order to c in line with the other EU participants?

c. If you were the representative of a German labor union what would you recommend the German government do abou cheap foreign labor, the high minimum wage in Germany the idea of cutting worker benefits?

d. How might a government representative respond? Who wo be right? Why?

INTERNET: http://www.yahoo.com/text/Regional/Countries/ Germany/Government/

TAIWAN ABORIGINES: TAIWAN--ETHNIC GROUPS; TAIWAN--ETHNIC RELAT

2. Who are the Bunun? What has led to a culture clash with th laws of Taiwan? Have students search for data about the Bu of Taiwan and then use it to create a poster showing where live, their customs/culture and how they interact with the island's dominant Chinese culture. To what extent have the been able to maintain the characteristics of their culture despite the large Chinese population? In what ways has the Chinese culture altered Bunun culture? Use the information justify a recommendation that either the Bunun

a. culture and customs should be protected and preserved;

b. should be assimilated into the mainstream culture.

Ask: Which solutions do you think will be best for the Bunu the long run? Why? To what extent is your conclusion equa valid for other aboriginal peoples living under similar circumstances?

'NET: http://mall.sinica.edu.tw/tit/culture/0795_TribesOfTaiwan.

----------WORLDVIEW: TODAY'S NEWS TERMS----------

minimum wage monetary union Bunun aborigine convertibility

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Tuesday, April 22,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM	OPEN	1:10	
TOP STORY	England's "business" grinds to a halt amid bomb threats suspected to be of IRA origin.	3:20	
HEADLINES	RED RIVER SWALLOWS GRAND FORKS, N. DAKOTA	:35	
ON THE MAP	About the Southeast Asia nation of Laos...	:45	
INTERNAT'L DESK	Laos' natural disasters have left the country with a perpetual food shortage.	3:05	
LOOK AHEAD	Upcoming INTERNATIONAL DESKs...	1:00	
WEB OF LIFE	(PART II) Conservationists work hard to prevent further erosion of the Florida Everglades habitat.	4:45	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:20	1
TOP OF THE WORLD	The repatriation of orphaned children to Bosnia has sparked controversy.	2:45	1
POLITICAL FRONT	New Labour targets Britain's tradition of hereditary peers in Parliament.	2:50	2
INSIDE RUSSIA	A new budget-cutting move requires Russian cars only for government use.	2:20	2
CULTURE	The Wat Phu temple is being restored.	3:00	2
TASTE HEAVEN	Noodle shops are big business in Japan.	2:35	2
CNN NEWSROOM WORLDVIEW CLOSE		:30	3

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ANCHOR DESK — April 22, 1997

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*  ATTENTION DAILY GUIDE USERS:  As of Friday, April 25, the Gui
*  will no longer be available on America OnLine.  To download t
*   GUIDE, go to the CNN NEWSROOM website at cnn.com/newsroom an
*                click on Today's DAILY GUIDE link.
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TOP STORY: BRITAIN'S BOMB THREATS

1. Why did business all but grind to a halt yesterday in Londo What is the IRA? What are their demands? Why does Britain Prime Minister John Major believe that these bomb threats m be taken seriously?
2. Distribute the RESOURCE (pg 4). As a class, review the information given on Sinn Fein, the Unionists and Great Britain. Where does each party stand on the "Irish Questio Have students keep this RESOURCE and refer to it often in c

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discussions on the topic of Northern Ireland.

3. What is gridlock? Explain how the bomb threats resulted in gridlock throughout London. How does London's age make it especially vulnerable to this kind of disruption? Accordin the expert, how might the same situation be dealt with in a American city? Do you agree with this assessment? Explain

4. The people of Great Britain will be going to the polls for general election on May 1st. Is the status of Northern Ire an issue in these elections? Working in groups, have stude conduct research to learn more about the "Irish Question" a its impact on modern-day British politics. Have groups rep their findings. Where does each of the candidates for Prim Minister stand on the "Irish Question"? Discuss.

WEB OF LIFE (PART II)

5. Locate the Everglades on a map of the U.S. If, as the vide states, it is "a battleground between man and nature," then (or what) is "winning"? Why has approximately half of the Everglades been lost? What is happening in the other half adversely affect the ecosystem?

6. Replay the video and direct students to note the effects of phosphorous contamination on specific plant and animal life Then, group students. Have each group
   a. conduct research to find one species native to the Everglades;
   b. determine how phosphorus contamination would affect th species, either directly or indirectly; and
   c. present its findings and explain how the food chain is impacted when that species suffers the effects of phosphorus pollution.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

IRA "the troubles" John Major the "tube" Sinn Fein a
phosphorus wetlands prototype nutrient filtration m

April 22, 1997

DESK: LAOS FOOD SHORTAGE

1. BEFORE VIEWING: Ask students to name conditions that could give rise to a food shortage in a country (e.g., drought, insect infestation, war, flood, earthquake). List these on board.

2. AFTER VIEWING: What natural conditions have contributed to lack of food in Laos? On what natural phenomenon do Laotia farmers depend to grow crops? Distinguish between "typhoon and "monsoons" and the importance of the latter, particular to agricultural production in Asian countries.

3. Ask: What is a drought? If the monsoons fail and, as was stated in the video report, "There is almost no irrigation, what recourse do Laotians have to grow adequate foodstuffs?
   a. Ask a student to locate Laos on a map of southeast Asi Have the class observe Laos' geographical features.
   b. What water resources does Laos have for agricultural production? (Mekong River)
   c. What geographical features might make widespread agricultural production difficult?

   Have students search resources to note the amount of arable land in Laos, the country's principal agricultural products its major imports. On completion, ask: What does it mean f country's economic health if its major agricultural product also its primary import?

4. What UN agency provides food to Laos and on what terms? Discuss the premise of the "Food for Work" program then ask students to name other types of food aid programs -- local, national, worldwide. Assign each small work group one of t other food programs to find out how it works:
   a. Under what conditions is food dispersed? Under whose auspices?
   b. Who are typical beneficiaries?
   c. What is the success/failure rate?
   d. What is the typical duration of the program?

   Have each group present a profile of its assigned aid progr Then challenge groups to compare/contrast these programs an analyze their results. Which programs seem to work best? What local programs did students identify? Are these "Food Work" programs? If not, have each student group draft a proposal to implement such a program. Submit the best idea a Letter to the Editor to your local newspaper.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

World Food Programme drought typhoon monsoon irriga

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April 22, 1997

THE TUG OF WAR OVER
STUDENT RESOURCE: NORTHERN IRELAND

DIRECTIONS: What are the political interests involved in the "I Question" and for what goals does each stand? Below you will fi brief descriptions of the three major political forces that have interest in the future of Northern Ireland. How does each also an interest in the upcoming elections in Great Britain? Use thi information to guide you in your discussions of today's TOP STOR and the tensions between Great Britain and the IRA.

SINN FEIN PARTY/THE IRISH NATIONALISTS:

This faction wants the unification of Ireland and the compl self-governing ("home rule") of Ireland. Currently, the si counties of Northern Ireland form a Protestant nation that ruled in part by Great Britain. If Sinn Fein were to meet chief objectives, all of Ireland would become one Catholic nation. The well-known Irish Republican Army (IRA) is most closely associated with the Sinn Fein Party. Leader: Gerry Adams.

THE ORANGEMEN/UNIONISTS

This Protestant faction opposes a united Ireland and wants Northern Ireland to remain a part of Great Britain. This g fears that "home rule" will result in a Catholic Parliament As well as favoring close ties with Great Britain, the Orangemen rely on the British military to protect their interests.

GREAT BRITAIN

British citizens remain divided over how to resolve the conflict in Northern Ireland, but the government clearly fa maintaining some degree of control over Northern Ireland. Great Britain increased its military presence in Ireland du the late 1960s when widespread violence erupted between Protests and Roman Catholics in Northern Ireland. Whether Britain acted primarily out of economic/political self-inte or out of a desire for peace continues to be debated. Toda one of the government's primary goals is that of stopping I sponsored terrorism and protecting the Protestants in North Ireland. During recent peace talks, Prime Minister John Ma demanded the surrender of all IRA-held weapons.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

-- WORLD BOOK ENCYCLOPEDIA, 1988, USA.

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******** ** ** NEWSROOM WORLDVIEW

April 22, 1997

BOSNIA ORPHAN: BOSNIA--SOCIAL CONDITIONS; BOSNIA--CHILDREN--ORP

1. How did the orphans in the video come to be in Germany? Wh are they going home now? Review the situation in Bosnia an with the information gathered from the video, have students write a few diary entries suggesting what it might be like an orphan to return to Bosnia. Ask volunteers to read thei entries aloud. Then, as a class, list the biggest problems facing these children. Ask: If you were one of these child would you prefer to remain in Germany or return to your homeland? Why?

INTERNET: http://www.mpac.org/resources/bosres.html

BRIT ENDANGERED: GREAT BRITAIN--POLITICS--ELECTIONS

2. What British tradition is challenged and who has "thrown do the gauntlet"? Have the class use texts, references and ot resources to create a visual timeline of the evolution of G Britain's form of government. Then, group students and ass each group a time segment to annotate and illustrate with t important events in the history of British governance. On completion, have students analyze the historic relationship the shifts in power between the two Houses. Ask: Given the evidence deduced from the timeline, what do you predict as future for the Tory Party? Defend your response.

INTERNET: http://www.open.gov.uk/

RUSSIA CAR SWAP: RUSSIA--GOVERNMENT PURCHASING

3. Why has the Russian government decided that all cars that i purchases must be Russian made? What message is conveyed a officials who prefer foreign cars? Search for data on the major Russian-produced autos, the Lada and the Volga. How of these cars are produced annually? How many are sold out of Russia? Where? Considering the size of the current mar how important is this policy decision? Explain.

INTERNET: http://www.imex.com/imex/country/russia.html

LAOS TEMPLE: LAOS--ANTIQUITIES; TOURIST TRADE

4. What would one see at the Wat Phu Temple site? Why does th government want to restore the site? Have student teams us information found about Wat Phu to make a travel poster. A Why might travelers want to go there? What will increased tourism mean to Laos? Does that justify the expense of the renovation project? Explain.

INTERNET: http://www.city.net/countries/laos/#country_informatio

----------WORLDVIEW: TODAY'S NEWS TERMS----------

House of Lords hereditary Peers anachronism bureaucracy UN restoration sanctuary tradition replica international ap

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                          Wednesday, April 23,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	The hostage crisis that began in Peru on December 17th ends violently.	2:15	
WORLD REACTIONS	Reactions to the end of the crisis by the President of Peru and P.M. of Japan...	1:00	
HEADLINES	OKLAHOMA CITY BOMBING JURY SEATED... PRES. CLINTON TOURS FLOODED AREA...	:45	
BUSINESS DESK	International imports have nearly devastated Louisiana's crawfish industry.	2:50	
LOOK AHEAD	Upcoming BUSINESS DESKs...	:40	
WEB OF LIFE	(Part III) Exotic plants pose another threat to biodiversity.	5:00	1
NOW YOU KNOW	A majority of American students say "math or science" is their favorite subject.	:35	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	1
* TEACHERS:	PLEASE PREVIEW THE FIRST SEGMENT OF TODAY'S WORLDVI		
TOP OF THE WORLD	Some women in Ghana are enslaved to repay ancient criminal debts.	4:55	2
TAKING CARE OF BUSINESS	The Micro Credit Revolution began in one of the poorest countries, Bangledesh.	3:20	2
INSIDE EUROPE	A Paris auction house recently used the Internet to make a sale.	2:10	2
WILD KINGDOM	Bangkok officials are trying to clear the city's streets of elephant road blocks.	2:55	2
CNN NEWSROOM WORLDVIEW CLOSE		:45	3

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ANCHOR DESK April 23, 1997

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*  learning.turner.com.  If you are using another guide carrier
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TOP STORY: PERU HOSTAGE CRISIS ENDS

1. What is the Tupac Amaru movement? Why did its members take hostages at the Japanese Ambassador's residence in Peru? D the terrorists achieve their goal? Explain.
2. Have students break into groups to discuss the pros and con

the government's decision to attack. What factors did authorities likely consider before deciding to storm the embassy? How might these factors have played a role in the timing and method of attack? Have groups share their ideas with the class. Then challenge each student to write a sho opinion paper in response to these questions:

a. In retrospect, was the decision to attack a good decis or a bad one?

b. How might the decision have been viewed had the outcom been different?

WEB OF LIFE (PART III)

3. Explain how the Chinese Tallow tree is destroying the biodiversity of Paynes Prairie. Why is control of this pla "monumental task"? How are experts like Jim Weimer trying control the Tallow?

4. AFTER VIEWING: Identify other plants/animals that are on t "dirty dozen" list. Then group students and have each grou

a. select one of these killer species and search for information on how it threatens the biodiversity of it particular habitat in the U.S.;

b. present its findings in the form of a multimedia repor the class; and,

c. offer an environmentally-friendly solution to dealing this exotic threat.

5. Is there a local species of plant/animal that is "crowding others? Invite an official from a local wildlife preserve an arborist/horticulturist to discuss "crowding out" and ho affects the web of life in a particular habitat. Ask him/he bring photos/samples of the subject species and discuss how was introduced into the area and how it was able to prolife to the exclusion of other species. Afterward, have student groups create food chain diagrams and illustrate how crowdi out by one or more species has a "ripple effect" throughout chain.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Tupac Amaru Shining Path guerrilla Alberto Fujimori toxic ex

04/23/97

LOUISIAN DESK: CRAWFISH

1. BEFORE VIEWING: Have students use dictionaries or encyclope to define the economic terms in EDITOR'S TERMS at the botto this page.

a. On a separate sheet of paper write the terms scattered about the page and their definitions.

b. As you view note information directly related to each underneath that term.

FOR EXAMPLE: Trade war would include the Chinese competitio Louisiana crawfish.

2. AFTER VIEWING: Give students time to circle each term and i related information. Then, draw lines between terms that s information, describing the connections on the lines. FOR EXAMPLE: Protectionism is related to the term tariff becau tariff is a form of protectionism. How has the trade barri set up by the federal government helped the crawfish indust in Louisiana? If a customer elsewhere in the U.S. wanted t buy crawfish for dinner, would she/he see this tariff as personally detrimental? Explain.

3. Distribute the HANDOUT (pg 4) to students and go over the t statements on the worksheet. Divide students into research teams. Give them time to search periodicals in their libraries, "surf the web" and interview local business peop or economics experts at a nearby college to discover facts support each of the statements. In class compile findings then debate: RESOLVED: The tariff on Chinese crawfish shoul made permanent.
4. Ask students to explain how the battle between crawfisherme Louisiana and China is one fought over money, jobs and cult Have students search the INTERNET, using the words "crawfis and/or "Cajun" to discover the connections between crawfish culture in Louisiana. They should then use this informatio create a sales pitch -- print, radio or TV -- to entice consumers to buy American, rather than Chinese, crawfish.

URL ADDRESSES

1. U.S. Department of Commerce
   http://www.doc.gov/
2. U.S. Department of Commerce: International Trade Administra
   http://www.ita.doc.gov/

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

tariff protectionism dumping equalizing pricing trade

***** ** ** * April 23, 1997
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******** ** ** BACKGROUND: ECONOMIC PROTECTIONISM

DIRECTIONS: Read the following statements about the practice of applying trade barriers to international goods imported into the United States. Then work with your team to research periodicals your media center, "surf the web" and interview local business people or economics experts in a nearby college to discover fact and opinions to support each statement. Be prepared to use this information on a class debate on the issue of permanency of the federal tariff on imported Chinese crawfish.

PRO TRADE BARRIERS (PROTECTIONISM)

Protectionists believe that free trade should be restricted for the protection of domestic industries. They believe that trade barriers equalize the field for American companies who must pay higher salaries to their workers. Tariffs, they say, protect a nation's industries by increasing sales of domestic products. Finally, erecting trade barriers against such products as petroleum or steel means the nation will have no dependence on potential enemies in case of war.

What facts can you find to support this case?

FREE TRADE

Many economists do not see trade barriers as beneficial to the United States, either directly (domestic buying) or indirectly (health of the world market on which we are all dependent). They believe that tariffs reduce international trade, raise consumer prices and deprive nations of the benefits of specialization. Furthermore, they believe that tariffs may encourage inefficiency (consider the automobile market) by protecting industries from competition. Without competition, an industry has little need to become more efficient.

What facts can you find to support this case?

***** ** ** * April 23, 1997
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******** ** ** NEWSROOM WORLDVIEW
GHANA SLAVERY: GHANA--SOCIAL LIFE AND CUSTOMS; GHANA--CULTURE
1. Why are some women in Ghana forced into bondage to religiou shrines? Who is working to stop this practice? Why? Have student groups search for information about traditional religious practices in countries where outside values clash with traditional values. Have students describe the value conflict involved.
   a. To what extent should traditional values be respected?
   b. Are there cases in which human rights make certain traditional practices unacceptable?

   Ask students to write an essay either supporting or defendi the traditional religious practices in Adidome, Ghana. Use these essays as the starting point for a formal debate on t topic, "Except when a person is in prison, should the UN ma every form of involuntary servitude illegal?" As a class, summarize students' conclusions and send them to your UN ambassador for consideration.

INTERNET: http://www.geocities.com/CapitolHill/3108/
BANGLADESH MICRO CREDIT: BANGLADESH--ECONOMIC CONDITIONS; LOANS
2. How does the use of micro credit help poor people improve t situation? What success has been achieved using this tool? Group students. Have each group select a country equally o less developed than Bangladesh and gather information about economy of the capital city and, especially, how its poor l Instruct groups to
   a. use their data, and some ingenuity, to come up with an idea about how one might use a micro credit loan to st a business.
   b. write a simple business plan and submit it to a panel "classroom bankers" for approval.

   What factors should cause the panel to reject a project? E if the loan is approved, what factors appear to be the grea barriers to success? Assess the potential of such loans to help the world's urban poor.

INTERNET: http://www.igc.apc.org/results/
THAI ELEPHANTS: THAILAND--CITIES AND TOWNS--CITY TRAFFIC
3. Discuss Bangkok's elephant traffic problem and how it was solved. Gather data about Thailand's pachyderms to use in documentary. Will it be a positive or a negative story? W

INTERNET: http://www.panda.org/research/w-elephants/page6.htm
----------WORLDVIEW: TODAY'S NEWS TERMS----------
human rights divine retribution micro credit ingen

CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                                  Thursday, April 24,
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
***	TEACHERS: TOMORROW'S GUIDE WILL INCLUDE THE DESK PAGES FOR THE WEEK OF MAY 5TH AND THE "HEADS UP" FOR THE WEEK OF MAY 12TH TO AID YOUR CLASSROOM PLANNING.		
TOP STORY	A jury prepares to hear the case of the man accused in the Oklahoma City bombing.	3:50	
HEADLINES	DALAI LAMA VISITS U.S.	:35	
SCIENCE POLL	Results of a survey of teens by the National Science Foundation and Gallup...	:50	
SCIENCE DESK	Research with mice supports theory that a good environment stimulates the brain.	2:20	
LOOK AHEAD	Upcoming SCIENCE DESKs...	:30	
WEB OF LIFE	(Part IV) Ranchers and ecologists study effects of cattle ranching on wildlife.	4:30	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:30	1
TOP OF THE WORLD	Not everyone has fond memories of South African mercenaries leaving Sierra Leone.	5:15	2
INSIDE ASIA	Chinese dissidents enjoying refuge in Hong Kong may have to look for a new home.	2:55	2
TAKING CARE OF BUSINESS	One Paris restaurant has a unique selection of bottled waters.	2:15	2
CULTURE WATCH	A Japanese-born child prodigy is sharing her gift with American children.	2:40	2
CNN NEWSROOM WORLDVIEW CLOSE		:50	3

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ANCHOR DESK — April 24, 1997

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TOP STORY: OKLAHOMA CITY BOMBING TRIAL BEGINS

1. Describe some of the individuals who have been seated on th jury. Why do both sides have reason to be pleased with its composition? In your opinion, is Timothy McVeigh being tri "by a jury of his peers"? Explain.
2. Invite a criminal trial attorney -- defense or prosecutor -

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address the class on the process of jury selection. What k of questions are asked? What personal factors do each side attorneys weigh heavily when selecting a jury?

a. After the presentation, lead a class brainstorming ses to generate a list of questions attorneys might have a potential jurors in this case.

b. Then, working in groups, have students ask those quest of at least ten adults and compile information (such a gender, age, etc.) about each person. NOTE: Tell stud NOT to reveal the names of their interviewees.

c. Reconvene the class. Discuss: Of the groups' "pools," would/would not make a good juror in this case, and fr which side's perspective?

What difficulties did the attorneys in this case likely encounter in their screening of potential jurors? Discuss.

WEB OF LIFE: (PART IV)

3. How are ecologists using the Buck Island Ranch to determine effects of cattle ranching on biodiversity? What kinds of observations have they made? How have the ranchers respond to each problem?

4. Ask: Can the owners of the ranch run a profitable operatio while protecting the biodiversity of its ecosystem? What o businesses could be encouraged to adopt similar practices? Have each student group create a scenario illustrating how business can be profitable without sacrificing the "web of life" that inhabits the same space.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Timothy McVeigh Terry Nichols Michael Fortier icon fora

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Join us for a special edition of CNN NEWSROOM "Hong Kong in Transition," May 1st. You can also chat online with Donald Anderson, former U.S. Consul-General in Hong Kong, on May 1st, 1:00 pm ET (1700 GMT). First, download your IRC software, free globalchat.com. Then go to cnn.com/newsroom and click on the "c button. It will take your questions directly to our online gue

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April 24, 1997

DESK: MIGHTY MOUSE

1. BEFORE VIEWING: Brainstorm conditions needed to raise heal contented mice. Have students rank order the items.

2. AFTER VIEWING: Have students describe the mice habitats sh and note how differing conditions affect the mice. Which conditions from the list were included? Which ones were no Explain. Ask students to rank the items again based on thi new data.

3. Challenge students to design an ideal mouse habitat. Have include a sketch showing its dimensions and a list of items be placed in the habitat.

EXTENSION: Build the ideal mouse habitat for some lucky mice.

4. What are the main parts of the mammalian brain? How and wh does the brain develop? When does brain growth stop? Can environmental conditions affect the structure and function brains? Explain. Group students and distribute copies of HANDOUT (pg 4). Instruct students to use information from video and other references as needed to research the parts the brain in the chart. On completion, challenge each grou create a poster detailing the structure and function of the

mammalian brain. Display the completed work in the classro hallway or media center.

5. Have students describe how an enriching environment affects growth and development of mice brains. Then, challenge students to predict how enriching environments affect human brain form and function. Have them consider the following:
   a. Can the human brain develop more neurons after birth? During adulthood?
   b. Is intelligence related to brain size and/or number of neurons present?
   c. Do specific areas of the brain respond differently to environmental stimuli?
   d. Can an enriching environment increase the cognitive ability of humans?

   Encourage students to find out how psychologists and biolog would answer these questions. Does everyone agree? Ask: W do you think? Should society push for enriching environmen for all humans? Why/Why not? Have students write an artic for the school/local paper detailing their research and ide

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

hippocampus Salk Institute for Biological Studies temporal

April 24, 1997

** STUDENT HANDOUT: MAMMALIAN BRAINS

DIRECTIONS: One characteristic of all mammals is a large, well-developed brain. More than any other single organ, the brain ha enabled mammals to survive change and to develop complex pattern behavior. How does the mammalian brain work? What structures a present? What is the function of the various structures? Use information from the video and text or reference materials as ne to complete the chart below.

BRAIN STRUCTURE	FUNCTIONS OF THE STRUCTURE
cerebrum	
hypothalamus	
cerebellum	
medulla oblongata	
hippocampus	

April 24, 1997

NEWSROOM WORLDVIEW

SIERRA LEONE: SIERRA LEONE--CIVIL WAR--MERCENARY SOLDIERS

1. What kind of men work for Executive Outcomes? What did the accomplish in Sierra Leone? Have students find out what a mercenary is and the types of activities such soldiers have been involved in during the past 20 years. Then have them focus their research on one of these activities and write a description of what the mercenary life is like. Why would someone choose such a lifestyle? To what extent does it ap that mercenaries tend to be selective about the side they support? Why would the government or a business in Sierra Leone need to hire mercenaries? Discuss possible negative impacts in hiring mercenaries for both government and busin

INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific/S_Leone.html

HONG KONG DISSIDENT: HONG KONG--ASYLUM

2. Why have many dissidents settled in Hong Kong? What do the plan to do when the China regains control of Hong Kong? Working in teams, have students:
   a. Gather information about Chinese dissidents and especi such prominent dissidents as Li Wei or Han Dongfang.
   b. Use the information to make a list of
      i. the objections that these dissidents have to the practices of the Chinese government.
      ii. the hardships they have endured because of their political protests.
   c. Write a letter to friends, in the persona of one of th dissidents, explaining what he/she will do when China regains control of Hong Kong and why.

   Ask: To what extent do you think the real dissidents will m the same choices you made? What do you think motivates the dissidents? How do you think that will affect their decisi

INTERNET: http://www.insidechina.com/

MIDORI FRIENDS: JAPAN--GIFTED CHILDREN--MIDORI

3. Have students gather and use information about Midori and o child prodigies to create an informative poster showing eac individual and his/her accomplishments. In what areas do c prodigies most often show their talents? Does their talent always continue to develop in adult life? Explain. Why do think this phenomena occurs? Is it a blessing or a curse? Explain.

INTERNET: http://www.nfgcc.oa.net/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

mercenary Executive Outcomes persecution asylum pro

http://learning.turner.com/guidearchive/0497/NR042597.html

CNN NEWSROOM & WORLDVIEW

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Attorneys state cases in opening arguments in the Oklahoma City bombing trial.	2:45	
THIS WEEK	U.S. Senate ratifies chemical weapons ban treaty; Peru's four-month-old hostage crisis ends; Bomb threats disrupt British life; Earth Day is observed.	2:00	
EDITOR'S DESK	What's in a language? Ask the French! Laws were passed recently to restrict the influence of British and American English.	2:05	
LOOK AHEAD	Upcoming EDITOR'S DESKs...	:40	
POLL RESULTS	...on American teens' use of computers	:40	
OUR WORLD	The "flying" and other acts may look easy but the circus life requires an incredible amount of preparation and dedication.	4:20	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:10	1
TOP OF THE WORLD	India's tigers have been poached to near extinction because people want their bones.	2:40	1
INSIDE EUROPE	The cloning of a sheep in Great Britain has led to an ethics controversy.	3:50	2
TAKING CARE OF BUSINESS	Japanese computer makers have entered new markets in the United States.	2:00	2
WHO, WHAT, WHERE...	A lodge along Zambia's Zambezi River lets visitors retrace famous footsteps.	4:30	2
CNN NEWSROOM WORLDVIEW CLOSE		1:20	3

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ANCHOR DESK April 25, 1997

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TOP STORY: OKLAHOMA CITY BOMBING TRIAL BEGINS

1. What does "premeditation" mean and how does whether or not was present in the commission of a crime affect the way tha crime is viewed? Challenge students to find out the legal definition, and what constitutes a charge, of premeditation Create a class list of legal vocabulary terms arising out o this trial and encourage students to use them when discussi this news story.

EDITOR'S DESK: FRENCH LANGUAGE

2. Why are the French and other Europeans especially anxious t celebrate and hold on to their individual cultures and languages today? Can uniqueness prevail within "union"? A restrictions necessary? Cite examples to support your opin
3. English is a Germanic language; French is a Romance languag Describe the differences and the similarities.
4. American English is rich with words and phrases "borrowed" other languages. Have students use the HANDOUT (pg 3) to explore word origins, including French. ANALYSIS: Why are words "adopted"? Do they undermine the integrity of a cult
5. Esperanto is an international language that was proposed by L.L. Zamenhof in 1887. Is an international language a good idea? How might technology influence this need? Should the international language be Esperanto? Why/Why not? Have students research Esperanto on the Internet:
About Esperanto (http://www.webcom.com/~usej/world/index.ht
English to Esperanto Dictionary
(http://wwwtios.cs.utwente.nl/traduk/EN-EO/Traduku/)

OUR WORLD: CIRCUS LIFE

6. Ask students: In what way does the Shvartsman family exempl the statement made in the video about the circus, "It's a l that is not so much chosen as destined"? What attributes m the profession more one than the other?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Timothy McVeigh premeditation Waco Ruby Ridge em

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Join us for a special edition of CNN NEWSROOM "Hong Kong in Transition," May 1st. You can also chat online with Donald Anderson, former U.S. Consul-General in Hong Kong, on May 1st, 1:00 pm ET (1700 GMT). First, download your IRC software, free globalchat.com. Then go to cnn.com/newsroom and click on the "c button. It will take your questions directly to our online gue

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http://learning.turner.com/guidearchive/0497/NR042597.html

April 25, 1997

FRENCH DESK: LANGUAGE

DIRECTIONS: American English is rich with words and phrases borrowed from other languages. Working within your group, discu the meanings and origins of the following. Why might the terms come from these languages? Can you find others?

SPANISH	AFRICAN LANGUAGES	NATIVE AMERICA
adobe	banana	caucus
alfalfa	banjo	chipmunk
alligator	bogus	hickory
barbecue	boogie	hominy
breeze	bug	igloo
buffalo	dig	moccasin
cafeteria	fuzz	muskrat
canary	goober	opossum
chocolate	gumbo	papoose
cigar	guy	pecan
cocaine	hippie	persimmon
guerrilla	jam	podunk
hammock	jamboree	powwow
lasso	mumbo jumbo	raccoon
macho	okra	skunk
marijuana	phony	squash
patio	tote	succotash
ranch	voodoo	teepee
rodeo		totem
savvy		toboggan
tabasco		tomahawk
tapioca		wampum
tobacco		wigwam
tornado		woodchuck
vanilla		

(Adapted from: Ronald L. Partin, THE SOCIAL STUDIES TEACHERS' BO OF LISTS, Prentice Hall, 1992.)

YOUR TURN: Find English words whose origins are French.

WORD	ENGLISH MEANING

April 25, 1997

******** ** ** NEWSROOM WORLDVIEW

TIGER PARTS: INDIA--ENDANGERED SPECIES--TIGERS
1. For what medicinal purpose is tiger bone used? How is the suggested law intended to tighten control over the trade in tiger parts? Group students. Have each group:
   a. Gather information about the size and location of the world's tiger populations.
   b. Create a poster showing the changes in the tiger populations in each of these places over the past deca How great is the likelihood of the extinction of the world's wild tigers?

   In which locations do wild tigers appear to be most threate How might the newly suggested law help to reduce the declin the world's tiger population? What other steps might also effective in protecting wild tigers from extinction?

INTERNET: http://www.5tigers.org/tigergas.htm

COMPUTER MAKERS: JAPAN--BUSINESS--COMPUTERS
2. Why are more Japanese firms entering the notebook computer market? What current advantages are allowing Japan to be increasingly competitive? As a class, compare the computer offered for sale in several computer magazines published in recent months with those published two years ago. What do results suggest about the changing presence of computers offered by Japanese brand name companies?

EXTENSION: List U.S. and Japanese companies that sell computers then survey a sampling of people about which brand they wou feel more confident in buying. Ask students: What do the results of your survey tell you about the recognition power Japanese name brands? Considering what you have learned, d you think the Japanese manufacturers will be successful in competing in the U.S. computer market? Why?

INTERNET: http://www.crito.uci.edu/research/git/asiacomp.htm

TONGABEZI LODGE: AFRICA -- ZAMBIA; TONGABEZI LODGE;
3. Group students and, while viewing, have each group list the charac*eristics of the accomodations at the Tongabezi Lodge After viewing, have groups search for information about the accomodations usually found in villages in the border regio between Zimbabwe and Zambia. Ask: Do Africans in this regi really live in tree houses? Compare lists and evaluate the extent to which accomodations at the Tongabezi Lodge are "African-style" or "African tourist style."

INTERNET: http://mbendi.iafrica.com/travel/zambia/tongabe.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------
cloning endangered species gene pool market sector whitew

http://learning.turner.com/guidearchive/0497/NR042597.html

*** Summaries and curriculum connections for DESK segments *
scheduled for the week of May 12, 1997*

TEACHERS, PLEASE NOTE: At an international news organization s
as CNN, the news environment is a fluid one, which could result
sudden programming changes. Therefore, please be advised tha
segments of CNN NEWSROOM/WORLDVIEW are subject to change witho
notice. We regret any inconvenience.
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MONDAY, MAY 12, 1997: ENVIRONMENT DESK: MIDWAY HANDOVER
Fifty years after the battle that marked the turning point of WW
in the Pacific, the U.S. Navy is turning Midway Island into a
wildlife refuge. The island will present a unique blend of scie
eco-tourism and history, making it a "refuge of the nineties."
Students will examine the concepts of endangered species and eco
tourism and the guidelines for wildlife refuge management.
CURRICULUM CONNECTIONS: BIOLOGY, HISTORY, BUSINESS

TUESDAY, MAY 13, 1997: INTERNATIONAL DESK: BRAZIL LANDLESS PROT
Two percent of Brazil's landowners own most of that country's
farmland, some of it unused, consigning hundreds of thousands of
farmers to be landless and destitute. Brazil's landless movemen
mobilized peasant farmers to pressure the government to enact an
implement land reform measures. Violence has ensued but the
government has begun to respond to the peasants' needs. Student
will use the World Bank's Social Indicators of Development as a
yardstick to investigate the impact severe economic inequities h
on a nation.
CURRICULUM CONNECTIONS: World History; World Economics; Current
Issues

WEDNESDAY, MAY 14, 1997: BUSINESS DESK: RUSSIAN AUTOMATION
How many rubles does it take to buy a cup of Russian coffee? To
many! Inflation has rendered Russian coins virtually worthless;
vending machines cannot keep up with the 40 coins each consumer
deposit for one cup of coffee, so human "vendors" sit nearby to
collect the money. This desk segment provides students with an
opportunity to examine what inflation is and determine, through
research and discussion, how Russia's transition to a free marke
economy has impacted everyday life.
CURRICULUM CONNECTIONS: Business, economics, history, political
science, international relations.

THURSDAY, MAY 15, 1997: SCIENCE DESK: ARTIFICIAL NOSE
A team of scientists at Tufts University is developing what they
call an "artificial nose." This complex technological sensor de

can detect dozens of different smells and turn them into visual images displayed on a computer. The device has many possible us from detecting fire to making medical diagnoses. Students will compare the human "wiring" that allows people to identify smells compare this system to the artificial nose. They will then appl information about odors and their significance to specific situations to predict and plan eventual uses for this device.
CURRICULUM CONNECTIONS: Human Biology: Sense Organs; Computer Technology

FRIDAY, MAY 16, 1997: EDITOR'S DESK: INFORMATION OVERLOAD
Psychologists have identified a new problem for modern man. It' called Information Fatigue Syndrome, or Information Overload. I point of fact, a Reuters' survey of managers reported that nearl half of those questioned expect the INTERNET to be a prime case information overload in the next two years. Students will consi the report of this essay in terms of their own lives and the imp of "information overload" on them. They will use their personal research to plan ways to utilize modern communication tools with burning out on their use and then share their ideas with others their community.
CURRICULUM CONNECTIONS: Communications; Psychology; Life Skills; Language Arts

1. BEFORE VIEWING: Explain that governments and environmental make many decisions based on sweeping generalizations about ecosystem and about human needs that can be met by that eco Discuss the meaning of the term generalization. What is it is it used?

2. AFTER VIEWING: What generalizations about this ecosystem a humankind's use of it are made in the video report? On wha are these generalizations based? Explain to students that generalizations are based on facts that must address all as a situation. FOR EXAMPLE: A generalization used to make ec decisions about a tropical rain forest must address facts
   a. about human needs;
   b. about the potential of the ecosystem to meet human nee
   c. about the strengths and weaknesses of the ecosystem.
   Ask students to consider the following generalizations abou world's rain forests:
   a. In nature there are neither rewards nor punishments -- are only consequences. -- Robert G. Ingersoll
   b. Man is a complex being: he makes deserts bloom and lak -- Gil Stern

FACTS ABOUT RAINFORESTS
3. More than 50% of the world's plant and animal species inhab of the world that is covered in rain forest. Many of these are located in small parts of the rain forest ecosystems an

http://learning.turner.com/guidearchive/0497/NR042597.html

found nowhere else on Earth.

4. Since 1989, a global population of 5.2 million people is cl nearly 90 million/year. The population growth rate in Cent America is 2.8%, the second highest in the world after Afri Predictions show the region doubling in about 20 years.

5. In most tropical countries, two of the most obvious resourc its rain forests and the lands they occupy.

6. The developing countries, which account for most of the tro rain forest biospheres, have almost 75% of the world's peop only about 15% of the world's goods.

7. The popular wood products made from trees found only in rai forests, such as mahogany or rosewood, have become a boomin industry.

8. The estimated rate of extinction of species of plants and a rain forest ecosystems resulting from human interference is every year, an average of about 140/day.

9. Some 25% of all pharmaceuticals used by Americans originate tropical rain forest.

10. Species of plants and animals are disappearing from the rai before they can be cataloged and studied.

11. In most tropical countries only one tree is replanted for e cut. In some countries the rate is one tree planted for 30

12. About 2,000 trees per minute are cut down in the rain fores

13. The forest root system has several important functions:
    a. It holds soil in place, preventing erosion.
    b. It absorbs rainfall and regulates water runoff.
    c. It replenishes groundwater supplies and regulates the water in rivers and streams by storing and slowly rele water throughout a year's time.

14. Experts tie extensive logging to flooding of massive land a Thailand in 1988.

15. Half of the rainfall in Amazonia returns to the atmosphere process called evapotranspiration.

16. Hundreds of items that people in industrialized nations use day come from tropical rain forests.

17. Random rain forest logging seriously -- at times fatally -- uncut trees, tearing up or compacting the thin layer of top

18. Deforestation is producing rain forest fragments or relict or has simplified rain forest ecosystems in structure and

http://learning.turner.com/guidearchive/0497/NR042597.html

composition by exploiting them for timber.

19. Forest fragments, if isolated, degenerate by loss of animal pollinators, dispersers and predators. The species balance upset. The ecosystem begins to collapse.

URL ADDRESSES

1. HOW TO SAVE A RIVER: A Handbook for Citizen Action: http://www.igc.apc.org/GreenMarket/COMPANIES/Island/books/ho.html
2. Global Rivers Environmental Education Network (GREEN): http://www.igc.apc.org/green/green.html
3. EcoNews Africa: http://www.web.apc.org/~econews/
4. Conservation International works to protect biodiversity in rain forests and other endangered ecosystems worldwide: http://www.conservation.org/

05/06

***** DESK: PRIVATIZATION

NOTE: Distribute the following two pages to students and gu through the activities. URL addresses listed below will add understanding of successes and problems of privatization in

URL ADDRESSES

1. Privatization planning scenario and background publishe USAID; it is the source for this activity: http://www.pw.com/us/agribus.pdf
2. Article of several chapters on Russian privatization: http://www.fed.org/internat/private.html#privSketch
3. Listserv on Russian Agriculture sponsored by a group of university and government agencies: http://csde.aces.k12.ct.us/friends/science/agriculture/rusag.what.940603.html
4. Article written about privatization in the Ukraine; tak positive stand on privatization: http://freenet.kiev.ua/IFES/platform/deput102.htm
5. RUSAG-L: Current Events in farming and privatization in http://csde.aces.k12.ct.us/friends/science/agriculture/

BEFORE VIEWING: Use dictionaries or encyclopedias to define following terms.

State-owned or collective farms privatization restr
International Finance Corporation output re-division

a. On a separate sheet of paper write the terms scattered the page and their definitions.
b. As you view, note information directly related to each term underneath that term. FOR EXAMPLE: Privatization would include the auction at Klemyonovsky farm.

AFTER VIEWING circle each term and its related information. draw lines between terms that share information, describing connections on the lines. FOR EXAMPLE: The Klemyonovsky far

http://learning.turner.com/guidearchive/0497/NR042597.html

auction is related to the term "restructuring" because, with latter, there would be no reason to auction the farm equipme

READ about three forms of privatization below. The video's an example of the first type.

RUSSIA: Privatization is achieved here by the incorporati collectives through the creation of joint-stock companies Individuals, such as employees, pensioners or former owne are given shares in a joint stock company that, in turn, the land and any other assets. Thus, technically the collective is considered privatized, in that individuals the farm rather than the state. A small board of directo runs the stock company (collective farm). In practice, t approach results in relatively little change in structure operation. Technically, stock holders could leave the

collective with their share of property in order to estab smaller private farms but in practice that has proven alm impossible.

CHINA: Under the new Household Responsibility System, co production teams contracted farming to individual househo By allocating land to each household, devolving decision-making to each unit, and allowing private marketing of su output in excess of state quotas, agriculture was effecti decollectivized and central planning largely eliminated. Unlike Russia, the state still nominally maintains owners but individuals have control of the use of their land.

CHILE: Chilean privatization is the opposite of Chinese decollectivization. In this system, state farms were ret to former owners, broken up and transferred to smallholde auctioned. Farmers ended up with complete control over b land (which they could buy and sell) and their own operat with the overall result being a complete restructuring of agriculture.

RESEARCH: Use the URL addresses above and other sources such almanacs to discover the results of each type of privatizati

EXAMINE the roles of the STAKEHOLDERS in privatizing describ below. Your teacher will assign you a role. Consider your light of your findings. Then come to a class conference on privatizing New Country. Which method above will you suppor compromises will you be willing to make?

1. SMALLHOLDER: owns or holds rights to small plots of lan concerns are access to markets, credit and inputs and p
2. MANAGERS/OWNERS of TRADITIONAL LARGE-SCALE FARMS: want maintain the status quo and fight off pressures to dist land.
3. MODERN INTEGRATED AGRIBUSINESS: invest in production an processing; major concerns are ability to import/export and contract small farmers and/or laborers and access t
4. LANDLESS AGRICULTURAL LABORERS AND TENANT FARMERS: want

wages, crop distribution and ownership of the land they
5. TECHNOLOGY SUPPLIERS: often international, promotes equ know-how, inputs; major concern: access to markets and
6. GOVERNMENT OFFICIALS and POLITICIANS:
   a. those depending upon rural support stand for smallho
   b. those depending on urban political support want low
   c. ministry officials who control the state farming app
   d. central banking authorities interested in overall fi policies and the financial health of the entire nati
7. CONSUMERS: want steady supply of food at low prices.
8. LARGE COMMERCIAL BUYERS: want steady and reliable suppl quality and price, as well as access to alternative sup
9. LARGE MONETARY DONORS: promote conventional wisdom of t
10. FOOD AID DONORS: want to move volumes of excess agri-pr
11. NGOs often focus on the interests of smallholder agricu and landless rural households.

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***** *   * ***** ***** *     * ***** ***** *****      05/07/97
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****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *       **    **       PETROLEU
***** ***** ***** ***** *     * ***** ***** ***** DESK:    BOOM
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1. BEFORE VIEWING: Ask students to picture the businesses in t town. What companies or industries are the town's main employers? What businesses exist as secondary to these maj employers, e.g., groceries, schools, etc.? What might happ economically to their community if one of the major employe left the area? Explain.

2. AFTER VIEWING: Ask students to infer from the video the mai effect of the "bust" of the oil industry in Morgan City, LA
   a. What clues are given in the video story to help them answer this question?
      NOTE: For more information on this kind of crisis have students read the article, "Decade of broken dreams le scars: Business in the '80s" by Rich Pederson in The Edmonton Journal (http://www.southam.com/nmc/waves/dep west/wst1202c.html).
   b. What is the long-term effect of this bust for the city Explain.
   c. Could a similar catastrophe occur in their own town or community? Why/Why not?

3. Morgan City, LA, is having difficulty attracting a much nee workforce. In order to help students better understand thi problem, invite them to survey their own community from a visitor's point of view. What factors in the city could be used to attract a reluctant work force? What could be done make the city even more attractive?
   a. Ideally 3-6 people should comprise a team for the visi Teams should plan to make the visit together as a grou (car pool).
   b. Remind students that there are no "experts." Each pers opinion is valid and important.
   c. When student teams have compiled all their data, type the information in a single composite report.

URL ADDRESSES

1. Bonnyville, Alberta, Canada, an oil boom town in Canada: reasons to move there from recreation to economic to commun services, etc.: http://www.town.bonnyville.ab.ca/index.htm

2. Oil and Gas Development in the United States in the Early 1990s: An Expanded Role for Independent Producers: http://www.eia.doe.gov/emeu/perfpro/independ/contents.html

3. Oil/Natural Gas index to articles on the future of US oil production: http://www.eia.doe.gov/oiaf/aeo95/o&g_menu.htm

05/07/97

** BACKGROUND: SURVEY FORM

WHILE DRIVING:

1. Evaluate EACH entrance into the city from about 1/2 mile ou List each road and list positive and negatives for each.
2. Evaluate the business areas: (Signs, appearance, size)
3. Comment on:
   a. street signs
   b. traffic patterns/street conditions
   c. welcome signs (at entrances)
   d. direction signs to parks, schools, hospitals/clinics, attractions, services (e.g., police), etc.
   e. schools: how many, where, etc.
   f. parks, play grounds, athletic facilities, etc.
   g. hospitals/clinics
   h. billboards/advertising
   i. Other

WHILE WALKING & TALKING:

1. Consider
   a. Businesses: What products and services offered? Appearance both in and out of the shop? Hours open? of products or services? Number of employees? Friendliness of employees?
   b. People: Were they friendly, did they know answers to questions, did they try to help? Appearance, etc.
   c. City Hall and Chamber of Commerce...describe your visi (appearance of facility, helpfulness of staff, availab information about the city, hours open, location, etc.
2. Note the existence and condition of:
   a. public rest rooms.
   b. pay phones (working, phone book intact, etc.)
   c. parking
   d. water fountains, benches, etc.
3. What did the community feel like (emotional response, e.g., cold/warm, crowded/deserted, inviting, etc.; or, physical response, e.g., rough streets, etc.)
4. What did the community "sound" like? "Taste" like? "Smell like?
5. List the 5 most positive things you observed about the community.

6. List the 5 things you would improve and explain why.
7. Other comments (that just didn't seem to fit anywhere else!

Copyright, October 13, 1995, U.W. - Extension/Grant County
Source: http://wicip.uwplatt.edu/grant/educate/andy/manual1.html

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***** ***** ***** ***** *     * ***** *****            05/08/97
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   ** *       *   *     *   * * *     *
***** ***** ***** ***** *     * ***** ***** DESK:  BRAIN DISCOVE
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1. BEFORE VIEWING: Have students use texts or scientific/medic dictionaries to define the following terms. If possible ha them locate each of the brain parts on a model or drawing o human brain. For what activities or thought processes is e responsible?

   sensorimotor cortex parietal lobe hippocampus thal
   cingulate cortex temporal lobe basal ganglia cerebe
   brain stem MRI

2. AFTER VIEWING: Share the information on the second page of guide with students. Then divide them into small "teaching teams. Their task is to survey their homes for objects and settings that could be used to stimulate learning in babies toddlers. The "toys" that they design from ordinary object such as socks or kitchen utensils, and the experiences they design using the home environment should be:
   a. appropriate to the learning schedule outlined in the information they read.
   b. safe for baby to enjoy.
   c. appropriate stimuli for baby's rather than parents' mi set.

   Have teams share the toys and experiences they design and discuss their "fit" to the newly understood minds of babies How would they convince a new parent to utilize their learn designs?
   NOTE: The following URL Addresses offer students online tutorials to help them better understand the processes of t brain. http://psych.hanover.edu/Krantz/neurotut.html

URL ADDRESSES

1. JAMES'S BRAIN PAGE: An Introduction to the Structure of the Human Brain: http://www.napanet.net/~jamesh/index.html
2. Whole Brain Atlas: http://www.med.harvard.edu/AANLIB/home.
3. NATIONAL INSTITUTE OF MENTAL HEALTH: http://www.nimh.nih.g
4. National Institute of Mental Health list of 13 computer ser with brain information at various universities and NASA: http://WWW-HBP.scripps.edu/HBP_html/HBPsites.html
5. Center for Neural Basis of Cognition: The Bright Future of

Cognitive Neuroscience: summary of Mitch Waldrop's 1993 Sci
article: http://www.cnbc.cmu.edu/Training/npcfutr.html

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********    **    ** BACKGROUND:  STRIKE WHILE THE IRON IS HOT
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From Day 1 a baby's brain has some circuits already wired and re
for action. Such brain circuitry controls respiration, reflexes
heartbeat, to name a few. But, in the higher regions of the cor
including the parietal lobe, temporal lobe, cerebellum and front
lobe, neural circuits are relatively immature. Although nature
takes a hand in the some 40,000 genes that are responsible for
developing the central nervous system experience, the earliest
experiences especially are responsible for the development of th
some 1000 trillion synapses that will make up the mature brain.

The early connections that come from experience _- exposure to
language, images, sounds, facial expression, cause and effect,
smells and tastes -- are permanently imprinted on a baby's brain
For example, a parent talks to a baby; the baby imprints and lat
uses the essential sounds of that language. Languages based on
those same sounds will be easy to learn in later years. Languag
based on totally different sounds will be difficult to learn.

Without this early and regular stimulus tentative connections wi
wither and die. Thus, because no two babies have the same
experiences, no two brains are wired the same. In addition, bab
who are deprived of certain experiences, such as touching or hea
language, will have difficulty making relationships or learning
talk later on.

Today many products to "properly stimulate" baby's mind (so that
or she will become the next Einstein or Mary Cassat) are markete
anxious parents. That they "properly stimulate" a baby's develo
brain is often at question. Most babies, given a reasonable amo
of attention from family and care givers, will encounter enough
stimulation to develop "properly." In fact, there is no evidenc
that specific kinds of toys or environments will somehow speed u
skills or groom a child for the Olympics or Harvard. Anything f
banging pots and pans to crawling after a pretty ball to listeni
to a family member read to her/him are enough.

Circuits in different regions of the brain mature at different t
and thus are most sensitive to life's experiences at different a
Motor development begins in the womb; emotional control, vision,
social attachment and vocabulary begin developing from the first
moments of a baby's life; additional language awareness and the
mathematical and logical reasoning begin at around the age of 1
the understanding and response to music follows at age 3.

SOURCE: Begley, Sharon, "How to Build a Baby's Brain." NEWSWEEK
SPECIAL EDITION, Spring/Summer 1997, pages 28-32.

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***    *   *   *     *   *   * ****        ***
*      *   *   *     *   *   * *   *         **          OPINION
***** ****** *****   *   ***** *    *     ***** DESK:  THE INTER
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1. BEFORE VIEWING: Ask students to talk about experiences the have had using the INTERNET, AOL or some other computer communicator/resource. Why do they use it? When do they typically use it? Has it been helpful? Harmful? Boring? Fascinating? Difficult to use? Explain.

2. AFTER VIEWING: Discuss the editorial's point of view in thi video segment. Does the reporter think the INTERNET is "go or "bad"? How does he suggest a person should evaluate the INTERNET for themselves? Do students agree or disagree wit his point of view? Explain.
   a. Tell students that technological advances, traditional have been met with uncertainty and even hostility upon their introduction to the world market. Yet, most hav become accepted tools in today's world. Ask them to suggest and consider reasons for this reception and la acceptance.
   b. Pair students and invite each pair to choose one of th following communication/resource devices.
   c. Each student should write one essay evaluating the dev as though it has just been introduced to the world mar One essay should "pan" the device and the other sing i praises.
   d. Share these in class and then discuss the video editor again. Do students agree or disagree with the reporte point of view? Explain.

   Pencil books the printing press telegr
   telephone radio television comput

URL ADDRESSES

1. Internet -- Introduction and History; a set of links to gro people and papers on INTERNET descriptions, use and history
   http://www.columbia.edu/~tk67/nlhist.html

2. Technology of the Internet -- A Glossary of Networking Term
   http://www.cis.ohio-state.edu/htbin/rfc/rfc1208.html

3. Some useful links for Internet beginners including:
   a) Writing your own homepage b) Glossary of Internet Te
   c) Take a tour down global village Internet
   d) Netiquette - more important than etiquette!
   e) Beginner's luck f) A Beginner's guide to effective e
   g) Life On The Internet http://nippur.irb.hr/eng/learn.html

4. The IAT produces a wide selection of electronic publication topics of interest to educators in the information age: http://www.iat.unc.edu/publications/pubs.html

5. Nick Gray's Views on the Internet and Responses to Nick Gra http://web2.iadfw.net/nic

6. My thoughts on Internet Censorship: http://www.westol.com/

7. HandsNet is a national, nonprofit organization that promote information sharing, cross-sector collaboration and advocac among individuals and organizations working on a broad rang public interest issues. This website is a preview of what will find when you join our community: http://www.igc.apc.org/handsnet/

CNN NEWSROOM & WORLDVIEW

Turner Le@rning

Monday, April 28, 1997

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	U.S. leaders launch the volunteer summit.	3:15	4:25
HEADLINES	VOTERS IN YEMEN GO TO THE POLLS...	:35	5:00
ENVIRONMENT DESK	Guitar manufacturers are striking a chord for nature and music.	2:30	7:30
LOOK AHEAD	Upcoming ENVIRONMENT DESKs...	:40	8:10
JUST THE FACTS	The Holocaust: The mass murder of European Jews by Nazis in WWII...	:45	8:55
***** TEACHERS: YOU MAY WANT TO PREVIEW THE FOLLOWING SEGMENT *****			
THE HOLOCAUST	(PART I) This week, in observance of the 50th anniversary of the liberation of the concentration camps, CNN NEWSROOM's Joel Hochmuth speaks with Elie Wiesel.	4:55	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:45	16:35
TOP OF THE WORLD	Filipinos are trying to recover from the eruption of Mt. Pinatubo.	3:40	20:15
POLITICAL FRONT	Many Indians still believe in democracy but have lost faith in politicians.	2:30	22:45
INSIDE AMERICA	An arts program in New York is promoting harmony among the city's immigrant groups.	2:45	25:30
HONG KONG JOCKEY CLUB	The most powerful institution in Hong Kong may be a horse racing club.	4:00	29:30
CNN NEWSROOM WORLDVIEW CLOSE		:30	30:00

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ANCHOR DESK April 28, 1997 (2)

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* the Daily Classroom Guide directly from cnn.com/newsroom or *
* learning.turner.com. If you are using another carrier for *
* retrieval of the Guide, your copy may be subject to delays. *
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TOP STORY: VOLUNTEERISM SUMMIT

1. What are past and present U.S. leaders doing in an attempt to inspire others to volunteer their time? If you saw these leaders doing the same in your community, would their actions prompt you to volunteer? Explain.
2. What are labor unions? Why are some union leaders opposed to this summit? Do you agree with their position? Why/Why not? What is meant by the term "big government"? Do you think the summit is promoting "big government"? Explain.
3. Some U.S. school systems require students to perform community service hours as a prerequisite for high school graduation. Take a poll of students to find out how many favor and how many oppose mandatory community service for students. Then group students of similar views and have them work together to gather information in support of their positions. Stage panel discussions or debates on the topic of mandatory community service for students, directing participants to use what they have learned in their research.

THE HOLOCAUST (PART I)

4. What was Elie Wiesel's first impression of the German soldiers who entered his hometown? What happened that changed his opinion and "ended his adolescence"? (TEACHERS: The annotated bibliography in the RESOURCE (pg 4) will broaden students' understanding of the topic of the Holocaust.)
5. When Mr. Wiesel is asked if he can forgive those who committed crimes against his people, what is his reply? If you were in his position, how might you reply? Challenge each student to write an essay on forgiveness from the perspective of the victim in a human tragedy at any time in world history. Have students share their essays.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
Jimmy Carter George Bush Al Gore Bill Clinton Colin Powell
Arlen Specter Holocaust Nazi concentration camp liberation

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Join us for a special edition of CNN NEWSROOM "Hong Kong in Transition," May 1st. You can also chat online with Donald Anderson, former U.S. Consul-General in Hong Kong, on May 1st, at 1:00 pm ET (1700 GMT). First, download your IRC software, free, at globalchat.com. Then go to cnn.com/newsroom and click on the "chat" button. It will take your questions directly to our online guest.
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April 28, 1997 (3)

SMARTWOOD
DESK: GUITARS

1. BEFORE VIEWING: List materials needed to build a guitar. Which ones are natural raw materials?

2. WHILE VIEWING: Ask students to pay particular attention to why the woods used in making guitars might pose an environmental problem. What is the Rainforest Alliance and what does it do?

3. AFTER VIEWING: What is a Smartwood guitar? Compare its cost and production with that of a conventional guitar. What problems is Gibson having in producing Smartwood guitars?

4. Discuss how changing the source of wood for guitars slows rain forest deforestation. Is the shift to sources of wood other than exotic or rain forest hardwoods important? Explain.

5. List goods produced by industries that use hardwood as a raw material. Divide the class into small groups and assign to each an exotic hardwood (e.g., padauk, teak, cocobolo, Honduran mahogany, myrtlewood, flame yellow birch, rosewood, tulipwood, etc.). Have groups research to answer the following questions:
   a. Where in the world is this wood found?
   b. What flora and fauna share the same habitat?
   c. For what uses is this wood harvested? Are there any acceptable alternatives? If yes, what are they?
   d. What is the "status" of this hardwood, e.g., endangered, threatened? What would happen to this habitat if these trees no longer existed?

   Have each group respond to these questions as it presents its findings. Then, as a class, compare the results and discuss the possible alternative industrial use. Send letters to those industries that have made environmentally-sound choices, acknowledging their commitment to the environment.

6. NOTE: Before you begin this activity, gather art supplies, or arrange for computer time if productivity software is available. Group students and challenge each group to write and illustrate a children's story about how an industry, working with the Rainforest Alliance, saves endangered trees of a rain forest. Share these with younger students.

'NET: http://forests.org/gaia.html
http://www.hibdonhardwood.com/speciesinfo/SpeciesSelect.html
http://www.rainforest-alliance.org/

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

endangered species Smartwood guitar Rainforest Alliance

http://learning.turner.com/guidearchive/0497/NR042897.html

THE HOLOCAUST:
TEACHER RESOURCE: AN ANNOTATED BIBLIOGRAPHY

THE HOLOCAUST, Seymour Rossel (Franklin Watts). Historical account with an emphasis on the universal issues involved: passive and active resistance to evil, justice and injustice, and the moral responsibility to government.

THE LOST GENERATION: CHILDREN IN THE HOLOCAUST, Azriel Eisenberg (Pilgrim Press). Selections by and about children in Germany from the 1920s through the postwar years. Includes all aspects of the Holocaust and its aftermath.

CRYSTAL NIGHT: 9-10 NOVEMBER 1938, Rita Thalman and Emmanuel Feinerman (Holocaust Library). This is a powerful recreation of the night of Nov. 9-10, 1938, the Crystal Night, when Nazi terrorism of the Jews climaxed in nationwide riots. It is based on contemporary documents from complete accounts now available.

THE CHILDREN WE REMEMBER, Chana Byers Abells (Greenwillow). A poignant photo essay that conveys the immensity of Holocaust horror by chronicling in evocative language the tragedy that overtook Europe's Jewish children. Abells' riveting book ends on an upbeat note: the triumph of survival and the saving grace of memory.

I NEVER SAW ANOTHER BUTTERFLY, Hana Volavkova, ed. (Schocken Books). Drawings and poetry by children in the Terezin concentration camp.

A HIDDEN CHILDHOOD, Frida Scheps Weinstein (Hill and Young). The author describes her experiences as a young girl who was sheltered from persecution within a French convent from 1942 to 1945.

NIGHT, Elie Wiesel (Bantam Books). The story describes the author's experience in Nazi concentration camps and the loss of his family and presents the moral dilemma of religious faith and conviction.

IN KINDLING FLAME, Linda Atkinson (William Morrow). This is the story of Hannah Senesh, 1921-1944, who parachuted into Yugoslavia in a tragic and heroic attempt to save Jewish lives.

THE COURAGE TO CARE, C. Rittner and S. Myers (NYU Press). A book and Academy Award-nominated film that celebrates individuals who risked their lives to save Jews during the Holocaust.

TELL THEM WE REMEMBER: THE STORY OF THE HOLOCAUST, Susan D. Bachrach (Little Brown & Co.). Collection of artifacts, photos and personal histories in the U.S. Holocaust Memorial Museum in Washington, DC teach young people about the Holocaust.

http://learning.turner.com/guidearchive/0497/NR042897.html


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PHILIPPINES VOLCANO: PHILIPPINES--VOLCANOES--MT. PINATUBO

1. Why were some towns particularly hurt by the eruption of Mount Pinatubo? Why are their citizens critical of the government's recovery efforts? Divide the class into small groups.
   a. Gather information about the situation in the Philippines after the eruption of Mt. Pinatubo. Use it to make a list of the problems that the eruption caused and the solutions that the government used to solve these problems. As a rule, do the solutions appear to be reasonable responses to the situation?
   b. From the list, identify the solutions that caused dislocations or changes in the lives of the people living there. Do these solutions appear to be necessary in light of the situation? What might the government have done better to help the people accept the necessary changes?
   c. Role play a government agent explaining to a group of villagers that their village must be destroyed in order to protect the surrounding agricultural land from destruction by volcanic debris.
      i. What arguments did you feel were most effective?
      ii. How did the villagers react to your explanations?
      iii. Why is it difficult to gain the cooperation of everyone in such a situation?

   Reconvene the class and ask: Overall, how would you rate the government's recovery program? Why? How would you improve their plan?

INTERNET: http://skye.gsfc.nasa.gov/eruptions/pinatubo/pinatubowww.html

INDIA PEOPLE: INDIA--POLITICS--PUBLIC OPINION

2. Have students gather information about the government of India over the past decade. Use the data to create a timeline of the major political events that have occurred at the national level. On the timeline, have students indicate the events that might cause people to criticize their government and the events that might lead to public praise. Ask: How would you rate the performance of India's national government? Is there sufficient reason in your data to explain the public's negative attitude toward politicians? What do you think India's politicians need to do to improve their image?

INTERNET: http://www.webhead.com/WWWVL/india/india232.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

breadbasket catch basin resettlement camp favoritism skewed
coalition maneuverings monopoly progressive organization

CNN NEWSROOM & WORLDVIEW | Turner Le@rning

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******  **   **   *                              Tuesday, April 29, 1
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	The volunteer summit rekindles the debate on the value of volunteerism.	4:30	
HEADLINES	REBELS ADVANCE ON KINSHASA...	:40	
ON THE MAP	Facts about East Timor...	:45	
INTERNAT'L DESK	Despite Indonesia's attempts to clean up its human rights record, East Timor is still an unsafe place.	2:40	
LOOK AHEAD	Upcoming INTERNATIONAL DESKs...	:40	1
THE HOLOCAUST	(PART II) The world's indifference towards the Holocaust during WWII has haunted Elie Wiesel his entire adult life.	4:35	1
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:55	1
TOP OF THE WORLD	"Get-rich-quick" schemes are common swindle tricks in Russia today.	3:45	2
CULTURE WATCH	Although not widely known, ethnic strife is a problem in China.	2:55	2
DID YOU KNOW?	Thailand has a Buddha over 200 feet tall that is inlaid with gold.	2:35	2
INSIDE EUROPE	One Belgian designer has become popular because of his cleverly stylish hats.	2:10	2
CNN NEWSROOM WORLDVIEW CLOSE		:50	3

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ANCHOR DESK April 29, 1997

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*   the Daily Classroom Guide directly from cnn.com/newsroom or
*    learning.turner.com.  If you are using another carrier for
*    retrieval of the Guide, your copy may be subject to delays.
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TOP STORY: VOLUNTEERISM

1. According to the video, what does "community" mean? How do volunteerism play a vital role in the survival of a communi How has the community of Levittown changed over the past fi years? Explain how modern lifestyles and schedules have affected volunteerism in Levittown. Compare Levittown to y community -- how is it similar/different?
2. Have the class conduct a study to determine the "health" of

your community. Ask students: If volunteerism is the key t the community's survival, how would you rate the health of community? Have students work in small groups to determine what volunteer efforts are making a difference OR what effo are needed for the community's well-being. Have groups rep their findings. Challenge each student to write a short "medical" analysis, with a long-term "prognosis" and sugges "treatment," assessing the overall health of your community

3. Use the STUDENT RESOURCE (pg 3) to guide individuals and yo entire class to find ways to volunteer in your community.

INTERNATIONAL DESK: EAST TIMOR'S UNSAFE STREETS

4. How did Indonesia acquire East Timor? Why was Indonesia criticized for its human rights record in this region? Wha has the government done in an effort to improve its image? Explain how East Timor has become a "diplomatic embarrassme and political challenge" for Indonesia. Challenge students think of other nations that have faced similar problems wit acquired provinces. How have some resolved the issue?

THE HOLOCAUST: PART II

5. Have students use the HANDOUT (pg 4) to follow Elie Wiesel' advice to "take a stand." Have students discuss their "Val Grids" in small groups to analyze their commitment to their beliefs.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

PTA entitlements Dili Massacre Nobel Peace Prize pas

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Join us for a special edition of CNN NEWSROOM "Hong Kong in Transition," May 1st. You can also chat online with Donald Anderson, former U.S. Consul-General in Hong Kong, on May 1st, a 1:00 pm ET (1700 GMT). First, download your IRC software, free, globalchat.com. Then go to cnn.com/newsroom and click on the "c button. It will take your questions directly to our online gues

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April 29, 1997

** STUDENT RESOURCE: TOP STORY -- VOLUNTEERIS

A CALL TO ACTION

The Presidents' Summit for America's Future gives all Americans chance to join forces for community support.

Check online (http://www.citizenservice.org) to follow the events and share your views on volunteerism in the U.S.

Check Youth Summit Action (http://www.mightymedia.com/commitment/indexhb.cfm) to find ways young people are getting involved and making a differe in communities across the country.

Check Keep the Ball Rolling (http://www.mightymedia.com/commitment/keep.htm) to follow-on volunteer events and opportunities after the summit.

OTHER VOLUNTEER ORGANIZATIONS

Each of us has special skills that others can use but sometimes just don't know where to go to share these talents. The followi is a list of special Web sites for volunteers and home pages of international, national and local volunteer organizations. Go o line to find the organizations that serve your community.

SERVEnet (http://www.servenet.org) provides a list of volun opportunities.

Impact Online (http://www.impactonline.org/) connects you t Volunteer America.

Volunteer.Point (http://www.accesspt.com/civicsys/main.html

gives a state-by-state listing of volunteer opportunities.
Habitat for Humanity (http://www.habitat.org/default.html) makes affordable housing a reality.
Big Brothers Big Sisters (http://www.bbbsa.org) finds mento for young people.
NetDay (http://netday96.com) sets up volunteer groups to he put every school in the nation on-line.

Adapted from "Special Report" on U.S. NEWS ONLINE, April 28, 199 (http://www.usnews.com/usnews/wash/volhigh.htm)

***** ** ** * April 29, 199
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* * * * * * THE HOLOCAUST, PART II:
******** ** ** STUDENT HANDOUT: TAKE A STAND

Elie Wiesel says each person must take a stand for his/her belie to insure that an event as horrifying and immense as the Holocau will never be repeated.

DIRECTIONS: Write 5 issues that are important to you in the cha below. Then, for each issue, consider each of the "Seven Questi and answer "yes" or "no" in the appropriate columns.

ISSUE	Q1	Q2	Q3	Q4	Q5	Q6	Q7

THE SEVEN QUESTIONS: For each issue, consider the following questions and answer "Yes" or "No":

Q1: Are you proud of your position?
Q2: Have you publicly affirmed your position?
Q3: Did you choose your position from alternatives?
Q4: Did you choose your position after thoughtful consideration of the pros and cons?
Q5: Did you choose your position freely?
Q6: Have you acted on your beliefs?
Q7: Have you acted with repetition, pattern or consistency

ANALYSIS: Discuss the "Values Grid" with others in a small grou Remember, you're evaluating your commitment to a stand, not the stand itself.

Adapted from VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, Sidney B. Simon, et al, Ne York: Hart Publishing Co., 1972.

***** ** ** * April 29, 1997 (
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******** ** ** NEWSROOM WORLDVIEW

PYRAMID SCHEME: RUSSIA--BUSINESS--CRIME

1. What kinds of schemes have hurt Russian investors? Why are

Russians especially vulnerable? Have each group of student
a. Gather economic data that will give them insights into changes that have taken place in the standard of livin for Russia's citizens over the past 5 years. Data sho include per capita GNP, inflation rate, unemployment r and other, similar data.
b. Plot their data and identify any patterns.
i. Overall, how would you characterize the changes i Russia's economy during this period?
ii. In what ways does the data provide an explanation why Russians are so eager to participate in questionable investment schemes?
c. Organize a simulation in which several Russians discus whether or not they will invest their savings in a questionable scheme.
d. List reasons they give for participating/not participa in high-risk schemes.

Ask groups: In what ways would you expect economic improvem to affect participation in these schemes? What actions sho Russia's government take to protect its citizens? How migh the citizenry respond to such actions? Explain.

INTERNET: http://www.dcn.davis.ca.us/-btcarrol/skeptic/pyramid.h

CHINA MINORITIES: CHINA--POPULATION; CHINA--ETHNIC GROUPS

2. Conduct research into China's larger minorities and have students use it to make a poster showing the location, population size and cultural attributes of each major group
a. How do these minorities appear to differ from the Chin culturally? Does the data suggest reasons why these people might be dissatisfied with Beijing control?
b. Why might having a minority population that makes up 7 the population be a greater problem in China than in m other countries?
c. What Chinese government policies might be more effecti in preventing ethnic problems than media pictures depicting harmony? What might make such policies difficult to implement?

INTERNET: http://www.primenet.com/-misfit/cmo/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

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CNN NEWSROOM & WORLDVIEW — Turner Le@rning

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******  **   **   *                          Wednesday, April 30, 1
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*********    **   ** NEWSROOM
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Title	Program Rundown	Segment	Pro
CNN NEWSROOM OPEN		1:00	
TOP STORY	Britain's election countdown continues as major parties opt for negative campaigns.	4:45	
HEADLINES	ZAIRE PRESIDENT, REBELS AGREE TO TALKS; TEXAS STANDOFF NEGOTIATIONS CONTINUE	:45	
BUSINESS DESK	Three former teachers start a booming business by digging in the dirt -- for worms.	2:05	
LOOK AHEAD	Upcoming BUSINESS DESKs...	:35	
THE HOLOCAUST	(PART III) Burned and bombed churches across the American South recall link between racism and Nazism.	4:45	1
LOOK AHEAD	Beginning May 1st: Hong Kong in Transition	:50	1
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:40	1
TOP OF THE WORLD	The World Health Organization (WHO) is concerned about diseases in Russia.	2:35	2
FAST FACT ETIMOR BELO	Carlos Filipe Ximenes Belo is synonymous with independence in East Timor.	2:30	2
INSIDE EUROPE	Church of England takes to the airwaves to spread its message.	2:35	2
WHERE IN THE WORLD	A Madrid museum uses rare tiles to duplicate rooms from past centuries.	4:10	2
CNN NEWSROOM WORLDVIEW CLOSE		:45	3

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TOP STORY: BRITISH ELECTIONS

1. What is "negative campaigning"? According to the video, "b players of Britain's main parties" have engaged in negative campaigns. Have students give examples from the video that would prove this charge. Then ask students to recall simil charges leveled in national, state and local campaigns. Ho effective was this style as a campaign tactic? Were there

instances where it worked to either party's advantage? Disadvantage? Explain.

2. Negativity has affected Britain's voters, also. Group stud and have each group use information from the video and rece news sources to list the voters' most pressing concerns. Challenge students to write 2-3 "sound bites," first as a negative ad and then in a way that would state the party's without alienating potential voters. Broadcast these in cl and elicit classmates' NEGATIVE OR POSITIVE reactions.
3. Describe the "campaigns" the IRA is conducting and then dis the impact each one could have on the outcome of Britain's campaigns. (See NEWSROOM Guide 04/22/97 for other question activities and background information on "The Irish Questio

THE HOLOCAUST: PART III

4. Have students comment on the statement from the videc, "Rac was one of the significant dimensions of Nazism." In what are these two "isms" linked to the church bombings in the U
5. Discuss the cooperative efforts to rebuild the churches tha were shown in the video. What local community efforts serv similar purpose? List local concerns that could be amelior by projects similar to the church reconstruction and sugges that students propose such projects to school and civic gro

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

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04/30/97

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DESK: WORMS

1. BEFORE VIEWING: Ask students to name any and all profitabl products that can be found by "digging in the dirt." NOTE: Besides the obvious products such as garden vegetables or flowers, they should consider nursery businesses, play scho pottery, etc.
2. AFTER VIEWING: What profitable products have Beaudon, Fry MacFarlane discovered digging in the dirt? Who do students think are their customers? Do they believe this business i large enough that there is room for competitors? Explain.
3. Canadian business sources warn that the worm business is no easy to enter and find success as it may seem. Invite stud to work through the HANDOUT (pg 4) directions to research t statement. Following their research invite each group to answer the following question in a short presentation in wh they support their answer with information from their findi In class, debate each group's decision.
   QUESTION: Will a business based on earthworms be profitabl
   HINT: The URL Addresses listed below are a good place to be their research.
4. According to business experts, there is a large market for Canadian night crawler as bait for fishermen. Earthworms a also a valuable resource for farmers, especially organic farmers. Invite students to research the following URL

Addresses:
a. http://rain.org/~sals/worms.html
b. http://www.organic.com/Non.profits/F2F/Features/earthworm.soil.html
c. http://res.agr.ca/lond/pmrc/pmrchome.html

Divide students into marketing teams and challenge them to their information to create a marketing plan for the DMF Ba Company, targeted specifically to organic farmers.

URL ADDRESSES

1. Earthworms: National Science Education Standards sample les focused on earthworms (printed)
   http://www.nap.edu/readingroom/books/nses/html/earthworms3.
2. OSU Extension Factsheet: Entomology - Rearing Earthworms
   http://www.ag.ohio-state.edu/~ohioline/hyg-fact/2000/2133.h
3. Agriculture & Agri-Food Canada: Pest Management Research Center; click on Frequently Asked Questions; click again on Earthworms/Soil Ecology
   http://res.agr.ca/lond/pmrc/pmrchome.html

04/30/97

** BACKGROUND: THE EARTHWORM BUSINESS

DIRECTIONS: Companies that have determined a product to sell mu answer questions in the 4 categories below in order to gear up f business. Consider the 4 topics listed as if you and your team mates were about to set up a partnership whose company is earthworms, specifically the Canadian Night Crawlers (Dew Worms) shown in the video.

a. For each topic list the questions to which your company mus have answers before opening for business.
b. Take time to research answers to each of your questions.
c. What did you discover about the earthworm business?
   i. If you were thinking of entering that arena, does your research lead you to drop the idea or to continue?
   ii. If continue, how would you set up your business.

CHALLENGE: Work with your group to decide upon a different produ on which to base a new business. Repeat STEPS a & b for th new business. Then, answer Questions ci and cii. Is your feasible? Share your findings in class, citing them to exp your decision.

Producing the Product
SAMPLE QUESTION: Should we grow our own or rent a space to pick is done in Canada?
Pricing the Product
SAMPLE QUESTION: What is the going price on the market today? we beat it?
Distributing the Product
SAMPLE QUESTION: What kind of packaging will allow us to ship healthy earthworms live?
Advertising the Product
SAMPLE QUESTION: Who is the target market and what is the best to reach them?

April 30, 1997 (

** NEWSROOM WORLDVIEW

INFECTIOUS: RUSSIA--MEDICAL CARE; RUSSIA--COMMUNICABLE DISEASES

1. What is the state of the Russian health care system? Group students to survey the health care available in selected

developed and less developed countries around the world, including Russia.

a. Include such data as the number of doctors, nurses and hospital beds in each country. For comparison, the da should be given in terms such as the number per thousa population.

b. Place the data in graphs and charts and study the resu for patterns. How do the developed and less developed countries compare? On the basis of the data, in which category would you place Russia? Why?

c. Next, gather information about the incidence of diseas the survey countries. How does the incidence of disea correlate with the medical resources available?

Reconvene the groups to share findings and respond to the following questions:

a. If you were a WHO program manager, how would you choos where to focus your resources? From the data, which countries would receive the most assistance from WHO?

b. What advice would you give to Russian medical personne who are short on funding?

INTERNET: http://www.who.org/

PROMO: BRITAIN--RELIGION--CHURCH OF ENGLAND; TELEVISION ADVERTI

2. Why is the Church of England advertising on British TV? Wh has been the public reaction? Create a community survey ab how people of different age groups feel about church ads on Have each student administer several to family and neighbor Collate students' data, analyze and draw conclusions. Ask: you were a marketing analyst, would you recommend that chur in your community advertise on TV? Why/Why not?

INTERNET: http://www.churchnet.org.uk/churchnet/

SPAIN MUSEUM: SPAIN--MUSEUMS--DECORATIVE ARTS MUSEUM

3. How is the Decorative Arts Museum using tiles to recreate history? Why have they chosen tiles for this work? Challe student groups to design a similarly unique museum for your community. Share ideas and discuss to whom such a museum might appeal. Ask: Do you think Spain's tile museum will appeal more to local people or to tourists? Why?

INTERNET: http://www.museumserver.nl/internat/director/e_index.h

----------WORLDVIEW: TODAY'S NEWS TERMS----------

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